DOCUMENT RESUME

ED 291 521 PS 017 205

AUTHOR Davis-Dike, Janice
TITLE Project A.D.A.P.T.: Approaches for Developing Active Participation in State Mandated Training Programs for Child Caregivers.
PUB DATE 87
NOTE 151p.; Ed.D. Practicum Report, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Adult Vocational Education; *Child Caregivers; *Classroom Environment; Discussion; *Inservice Teacher Education; *Instructional Improvement; Orientation Materials; Postsecondary Education; Program Improvement; Social Reinforcement; *Student Participation; *Teaching Methods; Videotape Recordings
IDENTIFIERS Mandatory Programs

ABSTRACT

To increase the participation of child caregivers in mandated inservice training provided at a metropolitan adult/vocational center, changes were made in the curriculum and classroom environment and the research literature was reviewed for ways of activating adult learners. Several specific program innovations were implemented, including the development of an orientation videotape and other pre-class adaptive activities, a change in class schedules and instructor assignment to allow for increased support and coaching assistance, a student-centered curriculum, re-arrangement of the physical environment to meet the special needs of adult students, and the inclusion of feedback, class involvement techniques, and video playback during discussion sessions. Evaluation data indicated that participants showed increased levels of orientation, in-class participation, self-appraisal, and positive program regard. Sixty references are cited. Related materials are appended, such as forms, questionnaires, a videoscript of orientation materials, and a faculty handbook. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED291521

PRACTICUM REPORT

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Center for the
Advancement of Education
Ed.D. Program

Project A.D.A.P.T. Approaches for Developing Active Participation in State Mandated Training Programs for Child Caregivers

Janice Davies-Dike

PS 017205

3301 College Avenue
Fort Lauderdale, Florida 33314
305/475-7300

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Janice Davis-Dike

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

NOVA UNIVERSITY

PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Judith Munroe Coombs

Judith Munroe Coombs

Child Care Services Department Chairperson

Mid-Florida Technical Institute

2900 West Oak Ridge Road

Orlando, Florida 32809

September 1987

Date

This practicum report was submitted by Janice Davis-Dike under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the reqirements for the degree of Doctor of Education at Nova University.

Approved:

12-26-87 Georgianna Lowen

Date of Final Approval of Report Dr. Georgianna Lowen, Adviser

PS 017205

Project A.D.A.P.T.

Approaches for Developing Active Participation in State Mandated Training Programs for Child Caregivers

by

Janice Davis-Dike

Cluster 19

A Practicum I Report
Presented to the Ed.D. Program in Early and
Middle Childhood in Partial Fulfillment of the
Requirements for the Degree of Doctor of Education

NOVA UNIVERSITY

1987

Running Head: Project A.D.A.P.T.

ACKNOWLEDGEMENT

The author gratefully acknowledges the assistance of faculty and students at the target site throughout the data collection process and the implementation phase of Project A.D.A.P.T. Additional comments, preparation, and editing assistance was willingly provided by two very capable reviewers, Carol Quick and Judi Coombs.

Preparation of this doctoral paper would not have been possible without the loving assistance and support of my family. Charles skillfully served as primary parent to Dyani and Erik during the many hours "Mommy" devoted to the writing of "Project A.D.A.P.T." Thanks go to these very special loved ones for managing a warmhearted "adaptation" to my professional needs.

Janice Davis-Dike

TABLE OF CONTENTS

		Page
ACKNOWLEDGEMENTS		ii
TABLE OF CONTENTS		iii
LIST OF TABLES		v
ABSTRACT		vi
Chapter		
I	INTRODUCTION	
	Description of Community	1
	Author's Work Setting and Role	3
II	STUDY OF THE PROBLEM	
	Problem Description	9
	Problem Documentation	14
	Causative Analysis	22
	The Related Literature	26
III	ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS	
	Statement of General Goals	56
	Behavioral Expectations	57
	Evaluation Instruments	58
IV	SOLUTION STRATEGY	
	Discussion and Evaluation of Solutions	63
	Description of Selected Solutions	67
	Report of Action Taken	80
V	RESULTS, CONCLUSIONS AND RECOMMENDATIONS	
	Results	87
	Conclusions	96
	Recommendations	98
	Dissemination	101
REFERENCES		102
BIBLIOGRAPHY		106

Appendices Page

A 1984 SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS PROGRAM REVIEW 109

B STUDENT INVOLVEMENT RECORD SHEET 116

C ANECDOTAL RECORD AND INTERPRETATION FORM. . 118

D STUDENT NEEDS ASSESSMENT 120

E STUDENT QUESTIONNAIRE 122

F DEPARTMENT CHAIRPERSON VERIFICATION . . . 124

G PROGRAM NEEDS ASSESSMENT SURVEY 126

H LETTER OF SUPPORT - DIRECTOR OF VOCATIONAL SCHOOL 128

I LETTER OF SUPPORT - 4C EDUCATION DIRECTOR . 130

J LETTER OF SUPPORT - COUNTY LEVEL PROGRAM CONSULTANT 133

K TRAINEE EVALUATION OF SESSION 135

L PROJECT A.D.A.P.T. COVER SHEET 138

M TRAINER SELF-EVALUATION FORM 140

N PARTICIPANT PROFILE FORM 143

O STUDENT NEEDS ASSESSMENT SURVEY QUESTIONS . 145

P VIDEOSCRIPT -"ORIENTATION TO OBSERVATION I". 147

Q VOCATIONAL HOME ECONOMICS EDUCATION - PHILOSOPHY 153

R FACULTY HANDBOOK - PHILOSOPHY 156

S OBSERVATION TOOLS 158

LIST OF TABLES

Table		Page
1	Student Involvement Levels	16
2	Student Needs Assesment Checklist	18
3	Results of Student Questionnaire	19
4	Program Needs Assessment Survey Responses . .	21
5	Post Project A.D.A.P.T. Responses to Student Questionnaire	88
6	Post Project A.D.A.P.T. Student Needs Assessment Checklist Responses	90
7	Student Involvement Levels for Session One .	92
8	Student Involvement Levels for Session Two .	92
9	Student Involvement Levels for Session Three	93
10	Trainee Evaluation of Session Results . . .	95

ABSTRACT

Project A.D.A.P.T.: Approaches for Developing Active Participation in State Mandated Training Programs for Child Caregivers. Davis-Dike, Janice. 1987: Practicum Report, Nova University Ed. D. Program in Early and Middle Childhood. Descriptors: Adult Vocational Education, Adult Students, Adult Learning, Adult Dropout, Participant Characteristics, Participation, Participant Satisfaction, Discussion, Social Reinforcement, Intergroup Relations, Group Dynamics, Group Activities, Program Improvement, Orientation, Classroom Environment, Laboratory Training, Occupational Home Economics, Job Training.

A pattern of non-participatory behaviors was identified in a training program designed to provide mandated inservice hours for child care employees. To analyze the problem of non-participatory behaviors during class sessions, the subjects of self concept, feedback, open verbal exchange, content choices, establishing commitment, maintaining motivation, increasing accurate self appraisal as well as other orientation and participation strategies were targeted for research as possible ways to activate the adult learner to higher levels of class participation, growth and change.

Curriculum and environmental changes were provided for target students. Teaching strategies that would maximize learner involvement and satisfaction were also implemented with the goal of inspiring students to higher levels of participation and positive learning attitudes, in spite of the learner's "captive" status. Components of the project were categorized in one of two categories: 1) activities for advancing adaptive behaviors, and 2) activities for intensifying participatory behaviors. Specific program innovations included the development of an orientation video tape and other pre-class adaptive activities, a change in class schedules and instructor assignment for increased support and coaching assistance, student centered curriculum, re-arrangement of the physical environment to meet the special needs of adult students, and the addition of feedback, class involvement techniques, and video playback during discussion sessions.

Program objectives were accomplished in excess of expected outcomes. Participants showed increased levels of orientation, in-class participation, self-appraisal, and positive program regard. Recommendations included proposals for project coordination with other programs, further study of district enrollment data and student participation/satisfaction levels, and improved staff training.

CHAPTER I

INTRODUCTION

Description of Community

The action-based project entitled "Project A.D.A.P.T.: Approaches for Developing Active Participation in State Mandated Training Programs for Local Child Caregivers" was designed for an adult/vocational center located in a large, metropolitan community centrally oriented within a rapidly growing southeastern state. The encompassing county covered over 1,000 square miles and contained close to 15 municipalities. The metro-area may be described as supporting extensive industrial, office, cultural, agricultural, educational and tourist concerns in addition to large residential areas.

Exceptionally fast growth within the last 15 years and continuing development in the local area has established the target county as one of the most favored blue collar, white collar, residential and recreational spots in the south. Distinguished as having one of the fastest growing population rates in the state, the county reached a total of over 565,000 residents as reported in the 1985 census. Of these,

approximately 120,000 were under the age of 14 while 60,000 were age 15 to 19 years old. Another 60,000 were listed in the 20 to 24 years old age bracket with over 90,000 categorized as being 25 to 34 years of age. Residents 35 to 44 years old totalled over 60,000 with an additional 60,000 in the 45 to 54 age bracket. A total of 115,000 residents were identified as being over the age of 55.

The area's growth rate may also be referenced by data from the extensive public school system which, in 1987, was staffed by over 15,000 administrative, instructional, classified and part-time personnel. The county school system has been listed as among the 25 largest school systems in the nation with provisions of over 100 public school campuses for the target community. In addition to primary and secondary educational programs, the county has supported 4 major vocational/adult centers with additional community education programs offered at 10 area high school sites, 10 junior high sites and over 30 elementary schools.

The community relations department for the county school system indicated that over 87% of all area students were in attendance at a public school.

County wide student racial/ethnic distribution was reported in 1986 as 68% White, 25% Black, 5% Hispanic and 2% other.

Author's Work Setting and Role

The particular public school facility which served as the setting for Project A.D.A.P.T. may be described as the largest of the four major adult/vocational centers in the county system. During the 1985-1986 school year, the administrative staff of the host facility was composed of one director and nine assistant directors. Full time instructors totalled 109 with over 500 listed as part time. In addition, a list of non-classified personnel indicated a support staff of over 60 employees.

During the 1985-1986 calendar year, 53,511 students were enrolled in at least one of the 75 program areas offered at the vocational center chosen for Project A.D.A.P.T. Of these students, 82% were White, 11% Black, 5% Hispanic, and 2% other. Enrollment ages ranged from 16 years to 92 years of age with an average age of 39 years.

Because of the open campus status of the vocational center, students did not necessarily live

in the immediate vicinity of the school. Students with personal transportation or close to city busline service attended the vocational center in deference to residential location. The school in which Project A.D.A.P.T. was implemented, nonetheless, was situated in a low, middle class neighborhood comprised of single family housing, multi-family apartments and condominiums, several high density industrial warehouse parks, retail centers, and hotel/tourist attractions all within a 5 mile radius.

Within the setting of the vocational center, the Child Care Department was developed to serve the needs of students seeking vocational training in the program areas of Child Care Aide, Child Care Teacher, Infant/Toddler Teacher and Child Care Center Operator/Director. The Child Care Department also provided instruction for already employed child care workers in a cooperative partnership with the local Community Coordinated Child Care (4C) agency. The cooperative classes were listed by the department under a "supplemental" course category but classes also helped to supply the on-going child care training programs with increased community and child

care industry involvement. However, the supplemental classes were primarily designed to enable the already employed child care worker to secure and maintain Federal Title XX, state, county and various local training requirements. A complete program philosophy statement as well as further descriptive detailing of the Child Care Department was found in the 1984 Southern Association of Colleges and Schools Program Review document and has been provided in Appendix A.

The actual physical facility in which the Child Care Department was located, consisted of three children's classrooms, three observation areas, a fully equipped kitchen, one adult classroom and an instructors' office/workroom. Two outdoor play areas completed the model training center design.

Although the model laboratory setting approximated an actual child care center in every way possible, the facility was not used to provide daily, on-going child care for the community. Instead, day care centers signed up to "visit" the model center for a session consisting of eight mornings (9am - 12 noon). The visiting day care children and the day caregivers from the center contracting for training

services comprised the "Participation" class which was but part of a supplemental course trio that included "Observation I", "Participation", and "Observation II" classes. The system allowed for day care children of differing age groups and economic backgrounds to be scheduled on a rotating basis depending basically on the training demands of the industry. The system worked a special advantage for the dually enrolled vocational child care student who could then become involved in a model training program that used a variety of children directly from day care centers.

In 1985-1986, a total of 153 children ranging in ages from 6 weeks to 5 years, participated in 15 scheduled sessions of the model laboratory program. Occasionally, the laboratory program required contact with the parents of participating children and also the parents of the vocational student in the form of an interview, questionnaire, or telephone communique; but such occasions were rare. Because many students and participating children must be transported from great distances to the Child Care Laboratory, direct on-site parental involvement has not been an active concern of the Child Care Department training design.

The Child Care Department in which Project A.D.A.P.T. was implemented operates year round (five quinmesters) with a department faculty of three supervising teachers. The writer of Project A.D.A.P.T. was one of two teachers certified in early childhood education with a Master's degree in Elementary Education. At the time of the project, the writer was completing a fifth year at the vocational center. The writer had previously served 10 years in county elementary schools.

During the 1985-1986 calendar school year, approximately 30 students, vocational and high school, were enrolled in the Child Care program. According to 1983-1986 attendance records, the average vocational student attending all day (both first and second periods) continued enrollment for a period of one and one half years and could be expected to complete training for either Child Care Aide, Child Care Teacher, Infant/Toddler Teacher or Child Care Center Operator/Director and secure immediate employment within the child care industry. The supervising teacher credentialed in Vocational Home Economics worked primarily with the vocational and high school trainees seeking certification in the child care vocational course offerings.

The writer and one other instructor coordinated the three supplemental or community service training classes (also referred to as Industry Service) which were offered year round and provided in conjunction with the local Community Coordinated Child Care Education Department training program. The Industry Service classes, Observation I, Participation, and Observation II, were all attended by adults already employed in the child care field. In addition, the Industry Service component provided the children necessary for the operation of the model laboratory program where the two community service instructors also demonstrated teaching techniques for vocational and industry-employed students enrolled in Child Care classes.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

In the Child Care Industry Service Supplemental Program (often referred to as community or continuing education classes) at the targeted vocational center, the level of student participation during class discussions and group activities seemed much too low. In addition to student non-participation, other related symptoms of a group dynamics problem were evident. Behavioral characteristics such as tension, stress, disorientation and non-compliance were apparent to the writer, especially during the first few class meetings of each new section of Observation I.

Most of the adult students signing up for Observation I did so by a quick phone call to the coordinating 4C Education office, a facility several miles away from the training site. Without access to formal orientation or descriptive site information, these students often arrived with misconceptions and an isolated sense of "I'm the only one who doesn't know what I'm doing!"

To make matters worse, adult students were also scheduled to arrive at the very same time that the day care children were arriving for the first laboratory session. In the dual position of model teacher for the children's class and discussion leader for the adult Observation I class, the writer felt torn between the orientation needs of the new entering group of young children and the new entering group of adults. Little time could be directed towards answering the adult student's logistical questions; and therefore, the first observation experience for the adult student occurred with limited, if any, teacher direction or involvement.

The loss of even one day with adult students disoriented and off task was crucial to the program since the class length for adults enrolled in "Participation" was limited to just eight, 3 hour morning sessions. Furthermore, to satisfy the local 4C agency requirements for the class, the adult observer (enrolled in "Observation I" or "Observation II") needed only to attend 4 of those 8 days. The system allowed for double the number of observers to be scheduled during laboratory sessions; but such a system also made it possible for a "new" adult student to enroll as late as the fifth class day.

The need to improve the management and orientation procedures of the Observation I adult classes was recognized by the writer at the same time new ways to address student cooperation and participation during observation classroom activities were also being considered. A relationship between the two problems seemed logical and an initial review of the numerous philosophical, theoretical and practice-based listings of related literature gave further credence to the connection.

Peters (1966) offered the following normative criteria for adult training:

1. The individual who is being educated shall come to care about his learning.
2. He should want to achieve whatever standards are relevant to what is being learned and this entails that there are standards.
3. The learning shall be conscious and voluntarily undertaken.
4. There shall be a cognitive element and understanding of principles. (p. 19)

Knowledge of the Peters model criteria, as well as more current conceptual training definitions from researchers such as Lawson (1982) and Brookfield (1985) helped to bring the present, localized disjunction between course expectations and student behaviors into a professional focus of critical reflectivity for the writer. The Child Care faculty assisted the writer in evaluating adult students

enrolled in Industry Service courses over a period of three months by using the criteria set forth in the Peters' model. A discrepancy was identified as 90% of the fifteen enrolled adult students were observed deficient in at least three of the four normative criteria items.

Brookfield (1985) made the point that, "It is naive to presume that because adults are gathered together in a class that critical adult learning is being facilitated" (p. 47). Six principles to enhance the practice of adult education are implicit in Brookfield's tenets with the fourth principle of "praxis" regarded as especially relevant to the problems observed at the writer's target site:

> 4. Praxis is at the heart of adult education; participants are involved in a constant process of activity, reflection on activity, collaborative analysis of activity, new activity, reflection and collaborative analysis and so on . . . (p. 48).

Effective classroom management of adult vocational and community students requires a special "adult" focus and a specialized area of research and inquiry. Even though the adult students targeted at the writer's site were already employed paraprofessionals receiving adult in-service training, various degrees of training proficiency

were exhibited (especially in the skill area of observation). The differing levels of competency brought into the Observation I classroom setting required rigorous management. How to deal with such discrepancies in abilities and behaviors and still maintain a proper adult decorum posed an additional challenge to the writer; particularly when the inactive or non-compliant adult was considered.

According to Hatch (1984) such "people problems" surface in a multitude of industrial and bureaucratic, as well as in educational circumstances. Problems of group dynamics can become particularly acute in situations where incoming group members are inexperienced and uninformed of the values, mores, purposes, and systems orientation of the task at hand. Where effective orientation and communication systems are lacking, the development of a therapeutic milieu of group interaction may be completely thwarted.

For the adult student currently enrolled in Observation I classes, a genuine focus on orientation and "role" expectation was lacking. Without well communicated information, students did not know what to expect from the Observation I experience. The

system did not prepare students for the available learning opportunities.

The author felt that inactivity and non-conformity, as exhibited by Observation I students, was a problem that called for thorough examination. Even with the given restraints and limitations of the particular program design, the author felt each adult student ought to appear better oriented, socialized, and better adapted to the learning environment. Observation I students should not be expected to complete classes with very limited levels of student participation. Thus, the problem of how to increase positive, on-task verbal interactions and assignment completion for adult child care students became the focus of the writer's project.

Problem Documentation

Throughout one semester of Child Care at the writer's vocational center, five full sessions of the Observation I, eight day, three hour classes were targeted for careful examination. The writer, with the assistance of two other instructors, monitored and recorded basic information on a simple tally sheet (Appendix B - Student Involvement Record

Sheet). Rather than collecting data for each of the eight days, sessions were monitored on the first, fifth and eighth days only.

Notations were made each time a student responded to a teacher's question or initiated any on-task verbal communique during the formal 45-minute discussion session provided after one and one-half hours of laboratory observation. At the close of each discussion period the supervising instructor customarily requested that all student observation forms (Appendix C - Anecdotal Record and Interpretation Form) be turned in. Notations were made each time a completed form was turned in by a student. Blank forms, though turned in, were not counted.

Taking an average composite of the verbal tally columns from the Student Involvement Record Sheet and calculating a percentage of students "talking" for each session, the total percent column in Table 1 reveals the low levels of verbal participation for the five sessions. Comparing the number of completed student observation forms to the total enrollment for each session also indicated a lack of student compliance in this important daily, written classroom activity.

Table 1
Student Involvement Levels

	Day One (a)	Day One (b)	Day Five (a)	Day Five (b)	Day Eight (a)	Day Eight (b)	Totals (a)	Totals (b)
Session A 10 Students	2	5	2	4	3	7	20%	53%
Session B 3 Students	1	1	2	1	2	3	57%	56%
Session C 3 Students	0	2	1	2	1	2	23%	67%
Session D 4 Students	0	0	1	1	1	1	50%	50%
Session E 13 Students	2	10	3	7	5	9	23%	67%

(a) # who spoke (b) # who filled out forms
(%) average of column divided by # of students

Several other related symptoms indicating a group dynamics problem were also observed but not formally documented. Documentation of behavioral characteristics such as tension, stress, disorientation and task uncertainty would necessitate involved observation and recording forms and techniques. The writer felt that the restraints of time and effort needed for such a task would prevent a cost effective analysis of such additional information. Instead, a Student Needs Assessment form was developed by the writer (Appendix D), to quickly identify individual student's specific

perceptions along the lines of class orientation and participation. In keeping with the Hatch (1984) discrepancy model, the writer believed that a reported lack of student course related knowledge and expectations would intimate the existence of a "people problem".

All Student Needs Assessment forms were distributed to students during the first class meeting of each session. Of the 33 students attending sessions A through E, 30 surveys were completed and returned.

Table 2 shows clearly that, with the exception of information concerning class meeting times, students felt uninformed and disoriented on the first day of class. Responding students especially wanted more information about the group of children they were to observe and specific in-class assignments or tasks. Other logistical concerns such as location of restrooms, break times, and sign-in procedures were also areas of great concern. Social needs were represented by the desire to know more about the instructor and the other adults in the class.

To further identify the day-to-day comfort, satisfaction, and orientation levels of the students, a simple Student Questionnaire (Appendix E) was

developed and administered by the writer to all students at the start of each student's first and last day of attendance.

Table 2

Student Needs Assessment Checklist

What kinds of things would you have liked to have known more about before your Observation I classes began?

	Yes, I wish I had known beforehand	No, I already knew about this
1. Location on map showing how to find the class and where to park	77%	23%
2. Class meeting times	7%	93%
3. Class break times	90%	10%
4. Location of restroom facilities	90%	10%
5. Where to sign in and register	93%	7%
6. How to use the Observation room and fill out Observation forms	83%	17%
7. The goals of the class	93%	7%
8. Student assignments or tasks	97%	3%
9. Some basic information about the children I would be watching	97%	3%
10. Some basic information about the Model Instructors	93%	7%

Other (Please specify) Total of 4 responses
-names of other adults in the class
-how to use the earphones
-teacher's names
-how to fill out forms

Feedback from the simple form reiterated the student identified need for more course related information. Of the 33 students in attendance, all 33 returned the Student Questionnaire form both times as requested.

Table 3

Results of Student Questionnaire

	FIRST DAY		LAST DAY	
	Yes	/ No	Yes	/ No
Question 1	9%	91%	33%	67%
Question 2	48%	52%	73%	27%
Question 3	27%	73%	45%	55%
Question 4	64%	36%	52%	48%
Question 5	21%	79%	30%	70%

Table 3 reports that a majority of students identified themselves an non-participants in response to Question 5. Questions 4 and 5 seemed to show the least amount of differentiation between first and last day responses. An improvement in last day responses did indicate that some students felt more at ease towards the end of the experience. However, the writer would expect that earlier (first day) and higher levels of satisfaction would be needed to represent a successful student-centered program.

The specific information obtained from the administration of the Student Involvement Record Sheet, the Student Needs Assessment form and the Student Questionnaire was next presented to the Department Chairperson for review. The Department Chairperson verified the existence of non-participatory students in the program (Appendix F). The chairperson also suggested that, since several day care directors and employees served on the Child Care Department's Advisory Committee, another perspective of the problem could be obtained from assessing the Advisory Committee members' awareness of the disorientation and non-participation of employees and/or colleagues previously enrolled in Observation I classes.

At the next scheduled meeting of the Child Care Program Advisory Committee, participants identified the topic as viable and worthy of further study. A Program Needs Assessment Survey was developed by the writer (Appendix G) and mailed to Advisory Committee members. Advisory Committee members were asked to assist in problem identification by completing the survey with additional input from respective work settings.

Feedback from the 10 respondents to the Program Needs Assessment Survey suggested a lack of communication and orientation for the Observation I class. In answer to Question 3, respondents also suggested that a more individualized approach was needed. Additional details of the survey are provided in Table 4.

Table 4
Program Needs Assessment Survey Responses

Question 1	No - 8
	Yes- 1
	No, I have not seen an Orientation session.
Question 2	No - 8
	Yes- 1
	No, they do not know what to expect.
Question 3	No - 9
	Yes, I think so.
	No, some will more easily grasp what they are learning quicker than others and some need more help.
	No, there always seems to be different people every day. It gets very confusing some times.
Question 4	Yes- 8
	Yes, this would help a lot.
	Yes, the more confidence you have in yourself, the better you will perform, and practice makes perfect.
Question 5	No responses from 6 respondents.
	To observe all ages in day care would be helpful.
	I would suggest students be assigned one child to observe.
	Have students take a discipline class before taking observation.
	Somebody needs to be around to help answer questions in the observation room.

Number responding = 10

Additional documentation of an existing problem and further justification for the writer's proposal was obtained from the Director of the Vocational Center, the local Community Coordinated Child Care Education Director and the county level Program Consultant. Letters of support appear in Appendix H, Appendix I, and Appendix J respectively.

Causative Analysis

Prior to drawing on research that might provide more theoretical information on what is generally recognized as contributing to adult non-participation, several possible causes were ascertained by the writer through an analysis of the Student Needs Assessment (Appendix D), the Student Questionnaire (Appendix E) and The Program Needs Assessment Survey (Appendix G). A total of six causal elements were intimated.

Perhaps at the very root of the problem exists the first causal element identified, that of poor student self-concept. The adult student may have many things to say and a real desire to participate, yet lack the self confidence necessary to risk involvement. Other personal attitudes such as fear

of the "school" environment, fear of evaluation, feelings of inadequacy in personal and group dynamics, etc., could all affect the student's level of participation.

A second cause agent, lack of course related knowledge and skills, might also be contributing to the difficulties experienced by students during discussions sessions. Although many of the target students are on-the-job and gaining experience, students may not be able to apply job experiences effectively within the knowledge-based framework needed for class discussions. Many are unfamiliar with the processes involved in observation and cannot record personal observations effectively. Too often observation forms are turned in unused. During discussion sessions many students also misuse or delete course related vocabulary and often exhibit poor recall of important steps in skill areas such as appropriately sequencing the construction steps of lengthy art projects or how to choose the right toy for a two year old. Some students may be very aware of this lack of course related knowledge and skills and may therefore choose to limit participation in an attempt to mask such deficiencies.

The issue of time should also be considered as contributing to the participation levels within the Observation I course framework. The class is offered for only eight mornings from 9:00 am to 12:00 noon. The student registering for 4C (Community Coordinated Child Care) credit chooses but four of those eight days to attend. Four days does not offer much time for a student to orient to a class and become an active participant. Even with other orientation assistance provided, improving the participation levels of students in attendance for a period of only 4 days may prove to be a real challenge.

A fourth element that might cause reduced participation rests with the fact that most students register for Observation I mainly because it is a part of a state mandated planned course of certification or inservice training. However, students are not "graded" or placed under any real requirements other than that of attendance. Therefore, some students may just "put in the necessary time" and motivation for anything beyond a clock hour requirement may be difficult to develop.

The element of communication is the fifth concern identified by a direct analysis of student

responses on the Student Questionnaire and the Student Needs Assessment checklist. The checklist revealed that 93 percent of the responding students did not feel that the goals of the class had been communicated effectively (Table 2, p. 18, item 7). On the Student Questionnaire, 91 percent also felt uninformed as to what would actually transpire in class on the day surveyed (Table 3, p. 19, item 1). The only information that seemed to have been clearly communicated to 90 percent of the students was the actual class meeting times (Table 2, p. 18, item 2).

The final all-encompassing contributing factor may be the overwhelming absence of any specific orientation procedures for the targeted students. Perhaps the time and energies of Observation I students may be directed more to the established class goals and activities once some kind of basic orientation has occurred.

To further analyze the problem of non-participatory students in day care training classes, the subjects of self-concept, feedback, open verbal exchange, content choices, establishing commitment, maintaining motivation, increasing accurate self-appraisal as well as other orientation

and participation strategies and techniques were targeted for careful research as possible avenues for activating the learner to higher levels of growth and change. Theoretical information as well as practical information relating to how others have dealt with the problem of passive participation was obtained by a thorough review of the literature.

The Related Literature

The need for motivational, participatory training was verified by the Vocational Center Director, 4C Education Director, Child Care Department Chairperson, instructor observation and documentation; additional information was gathered in conferences with local in-house experts. Counselors and media specialists at the site were contacted and consultations with other district level supervisors and local instructors helped the writer to begin a research process which included a thorough review of current books, articles, and research studies.

The writer was aware that a number of top management personnel had often expressed a desire for increased participation within the existing training class format. The 4C Education Director and the

Vocational Director at the site both indicated great interest in developing a program with a focus on active participation. Each administrator was cognizant of the type of student served by the Child Care Training Program and wished to see students' motivational needs considered in addition to the usual emphasis on the level of performance in the classroom and on-the-job skill development. Thus, a special review of what other related and non-related organizations have done in the area of program orientation, adult motivation, and class participation was planned.

In order to really meet the challenge of the targeted training problem, several research needs were first identified. The list included the need to explore and update methods of instructional delivery; the need to look at classroom arrangements best suited for effective teaching; the need for exploring applications for the use of computers and other equipment of the future; the need to examine program disseminations that would allow sharing and articulation with other instructors teaching the same subject areas; and the need to research personal and professional growth techniques that motivate and

create a new excitement in the special roles of trainer and trainee.

To begin, an overview of the child care industry was conducted to provide a framework from which various industry related approaches could be studied. Each of the five inquiry needs stated previously were then used to guide the writer through a problem-related search for information.

Overview

Training programs for the day care industry today are many and varied. A few day care centers have long provided employees with in-depth training programs and inservice activities; but, more recently, the organized force for training has come from regulatory commissions outside of the industry. National campaigns, in conjunction with state laws mandating specified caregivers to receive minimal training hours, have changed the training climate in such a way that both the day care industry and private citizens are hopeful about the increased quality of services available to today's children.

The actual expression of such training, however, has not been without difficulty. Variables such as multifarious financing, available resources, program

design and individual needs of the day care trainee have all helped to contribute to confusion and concern over training effectiveness and the resulting call for program revision. The lack of national guidelines has left the day care training movement in the organizational and financial hands of many local agencies (such as the Community Coordinated Child Care Centers and United Way Day Nurseries located throughout the country) along with individual state and county governments. This has perhaps resulted in a lot of needlessly duplicated work, but it has also served to foster originality and programs that reflect local concerns.

By the same token, program design and the quest for training resources has become basically a reflection of local concerns and capabilities. As often as not, the day care training program model chosen has shown a marked resemblance to traditional teacher training programs usually found at the college level. Unfortunately, lectures, traditional paperwork assignments and off-site class locations (often at university or community college campuses), have frequently left the day care worker dissatisfied. In the Day Care Do-It-Yourself Staff

Growth Program, Greenberg (1975) documents that "many teachers have reported off-site, in-service training as rarely meeting their needs." As Greenberg points out, "Many people who have had professional early childhood training complain that much subsequent inservice training is too theoretical and abstract. Confronted by active children and by staff members with conflicting views, even the professionally trained find it difficult to reduce theory to practice" (Greenberg, 1985, p. 5).

One of the larger problems inherent in day care training is simply matching the training programs to the varying needs and capabilities of the day care worker. The average "caregiver" is quite different from the average college student training for working with school age children. According to a July 14, 1985 Parade Magazine focus on American daycares, most day care employees are women. It was estimated that only 40 percent had actually attended college at one point or another; and for the in-home care worker, the statistics showed that the majority of women were under age 30, earning close to the minimum wage with less educational experience. The article also reported that "the pay scale for staff at day care

centers runs from less than minimum wage to about $10.00 an hour for a 40-hour work week, 40 weeks a year, with minimal benefits and difficult working conditions." A 15 to 30 percent employee turnover each year is not unusual for the average day care center (Michaels, July 14, 1985, p. 10).

In Making Day Care Better, Greenman and Fuqua (1984) also pointed out that the day care industry suffers from an "identity problem". There are similarities between day care and the more purely educational programs; but day care is NOT school. As Greenman and Fuqua explain, "It is more like a good home away from home" and similarly, caregivers are NOT teachers. Competent caregivers draw on both teaching and parenting skills to create even more "caregiving", an art in itself (Greenman and Fuqua, 1984, p. 6).

In addition to traditional workshop inservice formats and college-style training programs, the day care industry has tried another approach for the training needs of its clientele. In the quest for good program design, the idea of a "model laboratory setting" has been borrowed from the traditional teacher training programs which ran university "lab

schools" as observational and internship opportunities for their teachers-in-training.

In search of training designs similar to the one in existence at the writer's site, a thorough review of the current literature on day care training programs involving a laboratory, modeling, or observational component was conducted. Programs containing components suitable for use in laboratory settings were also reviewed. Research documenting the use of laboratory participation and/or observation of modeled performances was also completed.

Training Designs

The word laboratory or lab will be used throughout the report to mean any of the various types of infant, toddler, pre-school or school-aged child care programs that are also used by adults for child care preparation experiences. Lab programs have been used in college preservice and inservice paraprofessional and teacher training programs, in assistant and volunteer preparational programs, in child care programs such as day care, Head Start, in private as well as public preschool, kindergarten and primary school training programs, and in

post-secondary vocational centers. Such child care labs usually consist of a "laboratory teacher" or "model teacher" who assumes primary responsibility for the children enrolled in the program. The "student teacher" or "caregiver" targeted for training visits the lab setting to observe (often behind one-way glass) and participate under the guidance of the lab teacher according to the program's particular training design.

The lab experience is sometimes referred to as the "clinical component" of a standardized training program. Rieger (1977) developed a model training program in which the clinical curriculum is very flexible, dynamic and eclectic in its content. According to Rieger, "The clinical component of the standardized training program should reflect the needs of child care facilities in terms of dealing with the children for whom they are responsible." As a result, Rieger continues, "it is necessary to make a community based survey of the different types of child care facilities and determine what the needs of the different facilities are in terms of personnel training" (Rieger, 1977, p. 7).

In addition to the recommendation of a preliminary survey, Rieger also points out that "it is very important that each student should receive constant feedback during each clinical experience" (Rieger, 1977, p. 107). This is especially important when the learner is dependent, incompetent, or lacking in self-esteem. Such a learner benefits from observation of modeled performances when reinforcement for appropriate responses is received (Blackham and Silberman, 1971, p. 51).

The overall value of proper feedback cannot be ignored. In Guidelines for Effective Use of Feedback, Neugebauer (1983) explains that a variety of tools are available to help meet the challenge of improving day caregiver performance: "in-house training, annual appraisals, workshops, conferences, college classes, training films, etc." Yet, according to Neugebauer, "one of the least glamorous of these tools -- providing feedback -- is, in fact, the most effective" (Neugebauer, 1983, p. 1). Suggestions for becoming skilled at giving effective feedback are offered with a warning that "without feedback teachers may well be operating with false assumptions about the nature of the behavior and its effect on children and parents" (Neugebauer, 1983, p. 1).

The therapeutic value of modeling procedures inherent in the lab experience is aptly documented in the experimental and clinical literature. Blackham and Silberman (1971) reviewed several studies suggesting many therapeutic applications of modeling including the elimination of avoidance and fearful reactions and the enhancement of adaptive interpersonal behaviors. According to Blackham and Silberman:

> Observation of modeled performances is a highly efficient form of learning. It is useful in (a) the acquisition of new or novel responses, (b) strengthening or weakening inhibitory responses, and (c) facilitating the responses in a person's repertoire. When an observer watches a live or film-mediated model perform behavior considered desirable in the observer, those behaviors are, in fact facilitated in the observer. (p.54)

The levels of growth or change that the modeling form of learning has on the learner was researched. In a detailed analysis of the growth process and the conditions that are necessary for growth, Land (1973) identifies three forms or levels of growth which he describes as <u>accretive</u>, <u>replicative</u>, and <u>mutual</u> growth. The first, accretive growth, is characterized by "an accumulation of sameness" or "extending boundaries and getting larger without changing the basic form." Replicative growth is a

growing toward likeness -- a replica of self is created by requests to "be like me" or "I'll be like you." Land's third and highest level of growth, mutual growth, is based on exchange and mutuality. This level of growth is characterized by a willingness to be changed as well as an ability to make change (Land, 1973, p. 120). Much of what appears as staff training and development operates as an effort to imitate what someone professes to be ideal. Replicative growth is often encouraged in the form of imitation and role copying, yet, according to Land, it limits one's potentiality by definition. Where conditions are provided for Land's third kind of growth, the individual has the capacity to affect the environment as well as to be affected by it. In healthy, productive relationships there must be a recognition of commonality, a sharing of similar views and values, then an exchange of differences. Land warns, "If information is not perceived as connecting with existing patterns and is not viewed as contributing to effect and growth, learning will . . . not occur" (Land, 1973, p. 135).

In addition to creating a sympathetic environment open to exchange and mutuality, Katz

(1979) suggests that training programs should simply offer more choices in program content. Katz explains, "Some choices are made out of a sense of history (e.g., this is how we have always done it). Others are chosen because it is thought that teachers either want or expect them, or will attend carefully to them. Some choices reflect philosophical commitments" (Katz, 1979, p. 7). When considering what content to present, Katz suggests the following guidelines:

1. Focus on the teacher's understandings of her own situation.
2. Focus on strengthening worthwhile dispositions.
3. Focus on competencies already acquired.
4. Focus on building long term relationships.
5. Focus on providing moderate amounts of inspiration. (pp. 8-14)

Besides suggesting that training program content should focus in on the needs of the clientele, Dr. Katz offers the training teacher some general techniques for working with day caregivers. Especially noteworthy for the purposes of the writer's proposal are items 3 through 8.

1. Maintain an optimum distance between yourself and the teachers you are working with.
2. Cultivate the habit of suspending judgement on what you observe.
3. Phrase suggestions in experimental form.
4. Avoid the temptation to stop a pattern behavior.

5. Help the teacher to re-define her job so that it is achievable.
6. Act as a neutralizer of conflicts.
7. Use demonstrations of skills cautiously.
8. Share your understanding of how a teacher sees you.
9. Resist the temptation to "use" teachers to get to the children. (p. 14-29)

Joyce and Clift (1983) cite several factors that could affect the ways in which trainees apply learnings to achieve "on-the-job" effectiveness. Some important factors include:

1. One's supervisor's acceptance of the training one has received.
2. One's peers' acceptance of the training one has received.
3. Degree to which the job reinforces the training procedure.
4. Availability of continued assistance from the training agents.
5. The nature of the clientele with whom one serves on a daily basis. (p. 124)

Awareness of the five factors cited above could help during program review and re-design at the writer's site. Each of these concerns could be addressed within program content with special innovations for bridging training and job environments.

Another large issue affecting training outcomes and job performance is addressed by Joyce and Clift under the heading of policy and evaluation. Offered is a list of considerations that affect evaluation

and thus policy and performance:

1. Is evaluation conducted by peers? By supervisors? By clientele?
2. Does the evaluation reference any training or knowledge base?
3. What sanctions are imposed upon those who receive unfavorable evaluations?
4. What retraining opportunities are available to those who receive unfavorable evaluations? (p.124)

In a separate study, Clift (1984) expounded on the social climate or ethos of the worksite as contibuting to the effectiveness of training implementation. Compared were two student teachers who had both received similar training in the use of simulation and role-play. One was placed with a cooperating teacher who frequently used role-playing and simulation and the other with a cooperating teacher who did not. Although both trainees were enthusiastic, only the trainee placed with the cooperating teacher who actively modeled the training ideal was able to mesh the training within the curriculum.

"Coaching" is one training element that offers the trainee increased support and companionship. In a training program presented by Mohlman (1983), teachers who participated in a skills improvement program responded most favorable to the opportunity

to work with an "on-site" coach/colleague. In a similar program, Showers (1982) documented increased satisfaction levels as well as skills attainment for teachers in a coaching situation as compared to those lacking coaching support.

In addition to the inclusion of a "coaching" component, Ganz (1972) recommends that training reflect a problem-solving approach. Ganz believes that the problem-solving approach is sadly missing from most training programs. Yet, training programs, according to Ganz, could easily be modified to stress the problem-solving orientation. Recommended is the development of a knowledge base which would include sets of procedures for identifying general categories of problems and procedures for testing the specific nature of the problem.

Finally, the area of personal commitment, motivation, and self-appraisal on the part of the trainee needs to be addressed. What can be done for the trainee who apparently cannot or will not participate in training programs for growth and change? It is sometimes very difficult to get such a trainee to simply become aware of the need for change. As Wassermann (1985) attempts to carefully

emphasize, "a personal recognition that how one is functioning in the classroom is substantially different from the ways in which one wishes to function . . . requires an enormous amount of courage and the lowering of the personal and professional defenses we have erected to protect ourselves from just such critical appraisal" (Wassermann, 1985, p. 335).

Wassermann suggests that, "For the growing teacher, such critical examination may occur through the use of a video recorder . . . Via videotape playback, it is possible to observe and study our teaching behaviors from a variety of angles to see without personal distortion to what extent our teaching is congruent with what we feel we <u>should</u> be doing" (Wassermann, 1985, p. 335).

Techniques for actually approaching the trainee who comes to the training program but then simply refuses to participate were pursued by a close examination of educational, business and even medical literature. DeBruyn (1979) centered a study on non-participation and identified the first warning signs of non-participation as "varying degrees of disinterest, boredom, and indifference." After these

warning signs or symptoms are noted, quick counseling is needed or two undesirable behaviors may follow: "These students may begin coming to class late, then not coming at all." Without a degree of academic leeway, flexibility, and emotional involvement on the part of the trainer, these usually quiet, non-participants soon begin to display three attitudes: feelings of confinement, comparing training with that of serving a jail sentence, and contempt for authority. DeBruyn explains that "non-participators all experience failure in the classroom setting. They suffer from three personal voids: the need for safety, esteem, and self-actualization." Suggestions for dealing with the non-participators include: teaching them to listen to each other (which invites total class participation without creating a right or wrong answer situation), round robin technique (which motivates maximum involvement because all students have to approve each answer), and expansion of the fragmentary answer as a discussion technique.

A very in-depth training workbook was developed by Wilson (1974) for improving parent involvement and adult education. The resource offers trainers a

series of "fun" training exercises designed to facilitate involvement.

Cohen (1980) outlined steps nurses and other patient educators can take with non-compliant patients. Improving patient knowledge, clearly assessing the patient's needs and setting realistic, daily objectives are goals of this systematic approach that tries to direct the patient to actively participate in the management of his/her own health.

In an interesting study by Garry (1975) it was discovered that non-participants in adult education activities possessed a greater level of "anomia" than participants. Anomia is the inability to recall the names of objects and is a condition often associated with alienation, anxiety, isolation and a general disintegration of norms and values. Along the same lines, Cutler (1973) found that adults with higher levels of voluntary association participation are more likely to be satisfied with their life situation than are those with lower levels of participation. (p. 98)

Additional programs directly reporting data or information on non-participatory adult students were not found by the writer. However, the remaining

research offers fragments of training programs containing interesting components that may be adapted for use with non-participatory students.

One important staff development book, the Day Care Do-It-Yourself Staff Growth Program (Greenberg, 1975) does attempt to pragmatically transform academic training material into daily, experiential action through self-mobilization, self-examination, and critical exchange. The General Learning Corporation (GLC) self-development program format is recommended for in-service and on-site training. The handbook offers the day care facility an easy to read implementation program designed specifically for low-cost, in-house training. The GLC handbook was designed for those who take exception to off-site training which Greenberg feels seldom includes supervision and individual critical analysis. According to Greenberg, "In too many preservice courses, the instructor isn't a practicing teacher, can't give much individual attention and rarely sees the trainee teach" (Greenberg, 1975, p. 6).

Greenberg's training format, however, relies heavily on the learner/trainee's potential for training. Identified are three types of people who

would not benefit from the General Learning Corporation (GLC) self-development course:

1. People who are unable to internalize and act on the basis of reading will not be able to do anything significantly different than they did before.
2. People who aren't motivated to learn in an open-minded way in this particular field (either because it doesn't interest them or because they already know everything they need to know).
3. People whose own personality warps, deformations, and stuntings make it impossible for them to respect, enjoy, and develop a warmly human, helping attitude toward small children. (p. 9)

The Minnesota Project for Child Development In-Service Training did field test an observation component described in a handbook entitled, Home Based Training Resource Handbook (Fish, 1984). The handbook was developed to accurately reflect training procedures felt to be successful and appropriate for caregivers in the Ramsey County Family Day Care Training Project (1973-74). The value of performing a training needs assessment and an initial interview with the trainee is clearly identified. The rationale inherent in the recommended needs assessment and interview method is that learning is more effective when designed to meet the

self-identified needs of the learner. As stated in the handbook:

> The training needs assessment and the initial interview are designed to help the caregiver identify and clarify her own needs, interests, and goals relative to child care. She will be a more enthusiastic learner if she sees the training units to be of personal benefit. (p. 5)

For the observation component of the training program, Fish (1984, p. 57) suggests that the trainer remain aware and sensitive to the caregiver's ability to read and write. Instead of requiring the caregiver to fill out observation forms, the caregiver should be allowed to "read back" answers and respond verbally whenever possible. In designing a training model for the care of infants and toddlers, New York University (Shigaki and Zorn, 1978) rejected the proposal for a model lab center on the grounds that it would be too costly and not generally replicable. As an alternative to the lab approach, a field-based training program was designed and through careful selection, a group of cooperating institutions was identified to provide appropriate field experiences for program participants. Administration viewed this field component as an essential element to be taken concurrently with other course offerings. A field seminar component was

built into the experience "to provide a forum for the students to discuss and reflect on their field experiences as well as to explore the application of theories learned in the core courses to actual situations" (Shigaki and Zorn, 1978, p. 51). Weekly two hour seminars were offered and when students assessed these meetings, the most common suggestion was to improve the level of communication between students and staff. Shigaki (1978) reports that, "It was specifically suggested that more student input be allowed in sharing the content of the seminar and more support be given to the students" (Shigaki and Zorn, 1978, p. 56).

In 1975, Child and Parent Services (CAPS) was piloted as an instructional program at Texas Tech Unviersity. CAPS attempted to train infant caregivers at three levels: 1) child care aides, 2) day care providers, 3) university students enrolled in child development. Observation was believed to be the beginning point in planning an environment for any particular child. Therefore, students and trainees were guided through the "process of observing, planning, and evaluating environments and activities for the individual child. A mediated

package "Developmental Programs for Infants and Toddlers: A Caregiver Kit" was produced from this effort. The Kit consists of slides and coordinated audio cassette tapes which direct trainees through the process of "tuning-in" to the behavior of children through observation of "body movements, facial expressions, tone of voice, and expressive language" (Wagner and Steele, 1979, p. 6).

Murphy (1980) designed staff activities for eight nursery caregivers in a day care center located in Scotland after observing them for a period of four months. The time-sample behavior monitoring technique and the lengthy observation period were considered essential prerequisites for the training implementation. Murphy's concentration of time and effort may provide the groundwork upon which intense, interactive learning can evolve; but in most fast-paced training programs a four month appraisal of students would not be practical.

Research also turned up several instruments or forms that might be of use to trainer and/or trainees in a laboratory setting. Awareness of these various instruments and forms would certainly help add more

options for developing additions to training program content.

At Michigan State University, Heldebrand (1971) prepared a Laboratory Workbook for Introduction to Early Childhood Education. This extensive workbook offers a variety of forms and worksheets designed to enhance the lab student's observation and participant's experience. All forms seem simple to read and use.

Telleen, Dunst and Lee (1981) developed an observation instrument for use of school children and their caregivers. Though naturalistic with provisions for collecting frequency data and reciprocal social interactions, the coding system is research oriented and quite complex. Such a coding system would be useful for instructors basically as an information gathering tool.

The "Caregiver Language Observation Instrument" (Weir, 1974) collects data on the state of the child, the situation in which the child is functioning and the language behavior of the caregiver. This form is relatively simple and can be used by trainees for recording periods as short as 15 minutes.

When specific weaknesses go unnoticed by caregivers themselves, observation instruments are especially useful as data collection tools. Crump (1983) refined several observation tools which allow the trainer or trainee to measure the performance of specific teaching behaviors in an objective and controlled way. Easy to administer and informative at a glance, the four instruments include: A Feedback Analyzer, a Question Analyzer, a Movement Analyzer and an At-Task Analyzer.

The development of an observation instrument "which would accurately picture the ongoing, often fleeting interpersonal interactions between adults and children" was the goal of Silberman (1975). The sample observation record makes it possible to specifically define ongoing interactions so that trainees might make discriminations between strengths and weaknesses.

Brezel, Kalinowski, and Drummond (1985) believe that videotaping is the ideal means of providing feedback to teachers. Kalinoswski enthusiastically supports the program innovation and states, "In ten years of training, I have not seen anything that exceeds the quality of information that videotaping

can give a teacher" (Brezel, Kalinowski, and Drummond, 1985, p. 19). Guidelines are offered to help teachers fully benefit from a videotape approach to training. The difference between verbal feedback and video feedback is also explained: "Verbal feedback on problem areas often comes across in a judgemental way which makes the teacher defensive and closed to the feedback. With videotaping, the teacher can see for herself what is happening. She is therefore much more likely to accept deficiencies and to be open to exploring alternatives" (Brezel, Kalinowski, and Drummond, 1985, p. 20).

Two final program innovations were discovered during the literature search: one involves the use of interactive cable television (two-way video) and the other incorporates a microcomputer-controlled interactive videodisc system into the training program. Berryman (1978), reports the value of two-way video and suggests ways that two-way video can be used to produce local program services. It was determined in Berryman's study that the one-way mode of televised workshops was preferable to the two-way mode for producing cognitive effects.

However, the two-way mode was preferable to the one-way mode for producing attitudinal and value effects.

Florida State University's Center for Instructional Development and Services (CIDS) developed and produced a videodisc pilot training program that provides active participation in a complete employability skills instructional package for JTPA (Job Training Partnership Act) students. This program was reported as dramatic, personalized instruction with visual and auditory prompts that encouraged the student to actively take part in gaming activities and simulations of real life situations. Reinforcement, praise, success, and controllable pace were reported as helping the economically disadvantaged, hard-to-hire, unskilled adult student. Anne C. Petty, (1986) research associate at CIDS, states that:

> evidence demonstrates that this new employability skills program is a cost-effective system capable of instructing, entertaining, interacting with, and assessing the student or trainee, all in a nonthreatening situation. The video-disc technology enriches and supplements the educational experience of many people for whom traditional learning is not successful and, in this case, can teach them practical skills that relate directly to their real-world problems and necessities. (p. 13)

Conclusion

In conclusion to the above in-depth literature search and analysis of current child care training programs one overarching assessment may be drawn. Training procedures which incorporate elements encouraging program flexibility and the ethos of "learning to learn" seem to be highly effective program designs. Further research is needed, however, to extract all generic training components specific to the occupational needs of the day care industry. Yet there is sufficient evidence now available to plan, implement, and evaluate successful training programs; and, there is particular evidence which suggests the revision of most training programs.

With all the problems facing day care today, it is perhaps unrealistic to assume that the perfect training program can be standardized and put easily into practice. Problems such as meager financial capabilities, the difficulties of attracting and keeping quality staff, and the basic lack of a national policy and a clear model for child care all contribute to an unpredictable training climate.

If these and other related problems could be put aside however, the ideal training program would contain some commonly identifiable elements. According to the research to date, such a program would provide constant and effective feedback. Learners would be exposed to the laboratory or modeling form of learning with a recognition of commonality that would allow learners to share similar views and exchange differences as well. In addition to a sympathetic environment open to exchange and mutuality, the training program would contain many choices in content relevant to the individual learner. Coaching, preferably on-site, would provide the trainee with support and companionship. Frequent problem-solving practice would enable the trainee to identify and solve problems within the work setting. The program would invite the learner to maximize involvement, increasing his/her personal commitment, motivation, and self-appraisal for higher levels of growth and change.

If a combination of all these goals seems too overwhelming and unrealistic, then perhaps the simple aim of motivating adults who work in day care to

become active learners themselves in order to be alert to children as learners, would be enough to strive for in any training program. The advantages and limitations of any training model must be carefully explored by its potential participants over a period of time before reliable evaluation can be complete. The overall decision for implementation, evaluation, revision, and extension should rest with the actual learners. As learners, the student should feel satisfied and should experience growth and involvement in a training program that is perceived as serving the learner's individual needs.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Statement of General Goals

After reviewing the selected literature which offered suggestions for enhancing adult classroom participation, the project writer was able to make several promising assumptions that would help in the identification of pragmatic goals for an appropriate plan of action. Research reports have shown that, like other learners, the adult student can be directed towards maximum involvement if certain basic prerequistes are first met. Students who are well-oriented have a better chance of adapting to classroom expectations. Students who receive prompt and appropriate feedback from teachers and peers are much better informed about personal performance. And, content that is in tune with the adult student's needs may be more meaningful and useful than content that is completely program-centered.

With basic theoretical assumptions underlining the approach, the writer hoped that the execution of a carefully planned project to assess and adapt students to the Observation I training experience

would result in increased student satisfaction and participation. The writer developed the descriptive title "Project A.D.A.P.T.: Activities to Develop Adult Participation during Training" as a quick acronym for the conceptualization of the primary goal of student satisfaction and increased participation. All specific activities and program components would be carefully chosen with the ultimate goal of participation in mind.

Behavioral Expectations

It was the writer's hope that Project A.D.A.P.T. would affect the behavior of Observation I students in three specific ways:

1) Students would become better oriented to the program by the start of the first class session,
2) Students would participate in activities scheduled during discussion periods, and,
3) Students would indicate that individual needs were being met with a positive evaluation of the program and an increased show of personal satisfaction.

The writer felt that these behavior changes might in turn reflect a training program that would counteract

the stigma of mandatory participation. A mandatory training program that could maximize learner involvement and satisfaction should have a better chance of inspiring higher levels of growth and change in those "captive learners". Although not slated for measurement by the report, the writer hopes that the effects of the aforementioned student behavior changes would also extend to the day care centers and ultimately benefit the children in those programs.

Evaluation Instruments

Specific, measurable outcome objectives for each of the expected behaviors were developed and several evaluation instruments were chosen as follows:

Objective One

At least 80% of the Observation I students who register during the implementation phase of Project A.D.A.P.T. should become better oriented to class expectations and format by the start of their first class session when compared to a baseline group of former Observation I students observed during the problem identification phase of Project A.D.A.P.T. A measurement of orientation levels would be

accomplished by the measurement of first day responses on a Student Questionnaire form and a Student Needs Assessment form developed by the writer. For the purposes of the report, an "oriented student" was defined as a student aware of class goals, purposes of daily activities, and other basic, logistical information that would lend ease to daily, in-class functioning. As reported previously in the problem documentation section, student awareness levels of these particular details have been very low in the past. (See Table 2, page 18) To measure the orientation levels of targeted students, the Student Questionnaire form (Appendix E) was developed by the writer to be administered to all enrolled students on each and every day of attendance. However, on the first day that the Questionnaire would be given, the writer hoped that at least 80% of enrolled students would respond favorably to each of the five items listed. The Student Needs Assessment form (Appendix D) was designed to be administered during the first class meeting only. After project implementation, an analysis of this last form should show at least 80% of enrolled students already familiar with 8 out of the 10 items of class-related information <u>prior</u> to the start of classes.

Objective Two

Though past levels of participation were rarely reported above the 65% mark (see Table 1, page 16), the writer expected that at least 80% of Project A.D.A.P.T. Observation students would become active participants during discussion sessions as early as the first day of attendance and continuing each day thereafter. For evaluation purposes, an active participant would be defined as a student who participated in a least one verbal communique during class discussion time and who also completed and/or turned in some kind of class assignment (such as the sample observation tool shown in Appendix C). The assessment procedure chosen to measure the participation levels of students would incorporate the same tally instrument used during problem identification. The Student Involvement Record Sheet (Appendix B) could then be used each and every day during the three Observation I sessions targeted for project implementation. During each 45 minute student/teacher discussion session, an evaluator would record information concerning student participation. To better insure accuracy in the tallying process, the writer decided to videotape

each session and bring in another evaluator to generate a second score. The average score of the two records of student involvement would then be kept.

Objective Three

Finally, as a result of Project A.D.A.P.T., at least 80% of the enrolled Observation I students would be expected to improve any recorded first day levels of self-appraisal and positive attitude towards the program before the student's last day of attendance. Wilson's (1974, p. 121-122) Trainee Evaluation of Session form (Appendix K) was chosen to be administered by the writer of Project A.D.A.P.T. to all enrolled students on the first and last day of attendance. A comparative analysis of the first and last day responses would be conducted and any increased positive regard for any one item would be recognized as denoting improvement. Caution would be taken in the interpretation process because the form contains several narrative sections and the writer is aware that the tool could be considered subjective in nature. Though the form would not provide a precise measurement of attitude change, the writer felt that the data collected would serve as general indication

of the attitudinal progress of individual students and a broad measure of student perceived effects of the training sessions.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

During the in-depth analysis of all information collected, several isolated components of reported solutions began to interface into a concatenation logical to the specific problem at hand. Components of existing programs were first scrutinized by the writer for applicability to the problem setting. The qualifying question was, would the approach help adult students quickly adapt to a new class experience and encourage students to become active participants during Observation I sessions at the target site? Promising components were then classified into one of the following categories: 1) activities for advancing adaptive behaviors, and 2) activities for intensifying participatory behaviors.

It was the writer's contention that several program innovations would be needed in each of the established categories. A single-minded approach to the problem would not seem forceful enough in light of the very limited student contact time of only four, three hour class periods. The reader should

remember that students at the writer's site were mandated to attend only four of the eight scheduled mornings of any Observation I session. Attending a three hour class four times allowed Observation I students to earn a total of 12 hours. Twelve hours constitutes a very short class experience when compared to most other training class arrangements.

In the first category of adaptive activities, several solution ideas were evaluated. Awareness of students' self identified needs (Fish, 1984) (Greenberg, 1975), and the addition of a "coaching" component (Mohlman, 1983) (Showers, 1982) would help place the program focus on the needs of the student. However, an extensive "coaching" effort would not be possible because of the many other demands placed on instructors; though an on-site visit made to students' work locations for consultation purposes seemed feasible.

The addition of an orientation component, although not specifically mentioned in the literature, might help students better anticipate and adapt to the class experience. A community based survey to determine the orientation needs of trainees (Reiger, 1977) could help in the development of a

flexible orientation design. The writer believed that Cohen's (1980) suggestions for a complete assessment of the instructional setting and the individual adult learner could be incorporated into the existing week of pre-planning prior to each Observation I session.

Adaptation to a new experience can be difficult, especially when assistance is needed but unavailable. Joyce and Clift (1983) pointed out the importance of training agents making themselves available to the students for continued support and assistance. Since the arrival times for both adults and lab school children coincided, a change in the class schedule and/or instructor assignment would also be considered as another adaptive strategy.

The second planned approach to the problem was to focus on activities that would intensify student participation. The second category could be filled with many research-based ideas. DeBruyn's (1979) techniques for enhancing discussion sessions could be directly applied to Observation I discussion periods. Suggestions from Katz (1979) might be used as program guidelines, challenging the instructor to offer more student centered content. New observation

tools (Weir, 1974) (Crump, 1983) could easily be incorporated into program content so that students would have a choice of tools during observation assignments. The writer considered Reiger's (1977) recommendation of providing feedback as especially important for encouraging reluctant learners. Selected use of activities outlined by Neugebauer (1983) and Wilson (1984) would offer additional "tried and tested" content to Project A.D.A.P.T.

Although the videotaped, self-appraisal approach outline by Wasserman (1985) would not directly fit into the Observation I class design, the use of videotape for providing feedback information might be explored. To help with recall and participation during discussion sessions, a videotape of the laboratory experience could be made and played back for analysis. Adaptive behaviors might also be improved with the use of a prepared video introduction or orientation to the Observation I class experience. The writer felt that such an orientation tape could be developed and distributed to students prior to the start of each session.

The planned, systematic approach of the entire project may, in itself, improve course effectiveness

to the point that student knowledge and participation would be indirectly improved. It was, however, expected that the previously described two-fold solution addressing adaptation and participation might be so distinct and durable that the solution would easily become an integral part of all future program designs.

Description of Selected Solutions

Specific solution strategies were chosen by the writer in an attempt to adapt Observation I students to class routines and expectations and to increase student levels of class participation. Utilizing the information generated by the literature review and the diagnostic problem identification process, the writer selected several specific training activities based on the identified goals of Project A.D.A.P.T. Selected activities were identified and categorized as specific to either adaptive or participatory behaviors.

The first activity chosen in the adaptive category was to assess the program and the learner. As discussed earlier, the step was fundamental and highly recommended by other professionals who work with adult learners. A community based assessment

survey as advocated by Reiger (1977) seemed too time consuming and irrelevant to the specifics of Project A.D.A.P.T. Training needs of the community and industry-at-large were already monitored by the local 4C education office and the advisory committee at the writer's site; so, the brief Program Needs Assessment Survey form (Appendix G) was determined sufficient for the purposes of analyzing and justifying any additional changes in the class presentation.

The writer also chose to conduct an additional evaluation of the Observation I class presentation with two other Child Care instructors at the site. Information collected during the informal evaluation session with instructors helped the writer to determine a way to change the actual environment for the Observation I class in a small but appealing manner. Instead of gathering in a hallway to register and complete initial paperwork, it was decided that adult students could be directed upon arrival to the vocational classroom. The classroom would be equipped with tables, chairs, and prepared paperwork with a flip chart containing information on the day's planned activities. Adults would be allowed to return to the vocational classroom for

discussion periods at which time ice water and an offering of restaurant style mints/candies would be provided. This tactic, often used at seminars and conventions during workshops and lectures, should improve the setting and suggest to the adult student that a comfortable, personal adaptation to the Observation I experience would be regarded by the instructors as important.

A survey of the individual needs of Observation I students had not been attempted prior to Project A.D.A.P.T. In order to thwart the frequent complaint that inservice training often does not meet the needs of the trainee (Greenberg, 1975), the writer felt that regular student needs assessment and course satisfaction measures would provide valuable program information. However, it would be quite difficult to assess Observation I students prior to the start of classes since students often did not notify the 4C Education office of intentions to register until a day or two before actual attendance. Nevertheless, the writer felt that some kind of individual assessment activity would help the program and student adapt to one another. Therefore, the writer decided to make every attempt to contact each student

by phone or through a brief visit at the student's job site with the purpose of welcoming and identifying special needs. The method of contact and the special needs identified would be recorded on the project cover sheet (Appendix L) planned for each student's file. A list of survey type questions (Appendix O) would also be used to lend continuity to the informal assessment activity and provide additional information on the orientation of each student.

In the dual context of assessment and adaptation, the Participant Profile Form (Appendix N) was developed by the writer to help identify the reading and writing abilities of each student. The strategies suggested by Fish (1984) and outlined in Chapter II of Project A.D.A.P.T. (pages 41-42) were also chosen in hopes of helping low ability students to feel more comfortable and capable of actively participating in all class activities.

With the topic of assessment addressed, plans were next turned towards the selection of strategies that would encourage adaptive behaviors. The use of video in other training designs (Wasserman, 1985) (Brezel, Kalinowski, and Drummond, 1985) caught the

eye of the writer and inspired the development of an orientation videotape for use with students prior to the start of classes. With the help of the video production laboratory located on the writer's campus, a 10 minute Observation I orientation tape could be produced and copied for distribution. Video recordings representative of previous class sessions would be incorporated into the orientation tape (Appendix P) to allow new students a quick visual and auditory glimpse of what the Observation I experience would be like.

To follow the previously described phone or work site assessment endeavor, the writer decided to also make specific arrangements for each student to view the orientation videotape. The orientation tape would be designed to contain detailed information on class schedules, activities, program goals and even such things as where to park. As an adaptive activity, the orientation videotape should provide a very positive and informative method of helping students adjust to the realities of the class before the actual experience.

A second adaptive strategy was selected which involved the use of an instructor as an assistant or

guide during all adult observation sessions. This innovation would necessitate a concentrated team effort from the three existing instructors and a slight change in program assignments.

Prior to Project A.D.A.P.T., one instructor had assumed dual roles as the primary model teacher responsible for directing the children, and later, as the discussion leader for the adult observers. Another instructor assisted in the children's classroom where needed and later, supervised play time outdoors so that the primary teacher would be free to lead the adult discussion period. These two instructors rotated assignments to either role on a regular basis but the duties assigned to each role remained the same from session to session.

During Observation I classes, the third instructor had primarily supervised vocational students involved in food preparation (snack and lunch) and coordinated the activities of vocational students enrolled in the Child Care training program. Vocational students were often involved in performing other course assignments in and around the Observation and supplemental laboratory program.

Unfortunately, during the rush of activity before the arrival of the children scheduled for the laboratory experience, the arrangement of instructor duties often left the entering Observation I adult student isolated, unsupervised, and un-noticed in a small observation room with a view out through one way glass but with no assistance from within the confining room.

To solve the supervision conflict, the writer chose to implement the following schedule arrangements. Adult students would be scheduled to arrive and "settle in" at least 15 minutes before the lab school children were expected to appear. Permission for staggering the arrival times for adults and children would be requested of the 4C Education office and the participating day care centers. At the start of each session, one instructor would be designated as the lead teacher for the children's program and the other as the adult observation instructor. The third instructor would continue to supervise the vocational program with the added duty of playground supervision.

With the new arrangement, the adult lead teacher would be responsible for greeting each student on

arrival and conducting the necessary class preliminaries. The Observation I lead teacher would then stay with the adult class throughout the observation period. With the use of another instructor to supervise the adults, more specific feedback could be provided to each adult student during the actual observation process. Individual choices as to observation tool preferences could also be addressed by the attending instructor as well as actual recording techniques and behaviors modeled for the adults to imitate.

During discussion sessions, the instructor designated as the children's lead teacher would also be present to present information and to answer any questions. To make the two-instructor arrangement possible, the vocational lead teacher would supervise the children outdoors with any additional assistance obtained from attending vocational students. Vocational students not assigned to playground duty would be invited to attend the adult discussion sessions.

The numerous abilities, flexibility and positive focus of the three program instructors at the writer's site suggested that such a re-definition of

roles would indeed be feasible and quite functional. Clearance for the program change was solicited from the Director of the Vocational Center and the Director of the local 4C Education office. The advantages suggested for the adult Observation student were expected to well outweigh any particular scheduling disadvantages.

With these specific adaptive innovations targeted, the Observation I lead teacher should be able to devote more time and effort to the special needs of the adult students enrolled in each session. Logically, primary responsibility for the administration of Project A.D.A.P.T.'s participatory activities and subsequent evaluative instruments should fall under the direction of the instructor designated as the Observation I lead teacher. During the implementation period of the project, the writer felt it would be best to assume the duty of Observation I lead teacher for at least two sessions. The experience would allow the writer to become directly involved in the day to day details of the adaptive and participatory program changes. However, at least one session would be led by another program instructor in order to permit the writer to

observe and collect data. The two perspectives should prove valuable during the final evaluation phase of the entire project.

After deciding specific adaptive strategies, the writer chose four major activities designed to increase student participation. The four participatory strategies would be added to the format of each adult discussion session.

First, the addition of alternative activities and choice of curriculum focus would be offered to allow the student individual choices. The strategy would place the student in a participatory role right from the start and should prove to be especially meaningful to the reluctant, structure-resistant student harboring negative memories of "school" and "learning" as a pre-determined, stylized convention. At the start of each class session, the Observation I lead instructor would help students develop and adhere to the shared, negotiated agenda for individual and group directed activities. Students would also be permitted to chose from a wider selection of Observation tools (Appendix S).

The second participatory strategy would involve the use of feedback and class involvement techniques.

A round-robin format (DeBruyn, 1979) was chosen to be tried at least once during each discussion session in an effort to provide feedback and maximize involvement. The technique should encourage students to share experiences and ideas even at times when the round-robin approach would not be employed as a tool for class participation. Also, the daily use of nametags was planned to help the lead teacher and other adults in the group to refer to one another by first names. As frequently as would be possible, class members who chose to participate would be promptly recognized by name and positively praised for individual contributions.

The third participation technique would be used at the start of every class discussion period. A quick five minute warm up or "getting to know you" activity was selected as a strategy to set the tone for a more informal and friendly atmosphere. Games such as Wilson's (1974, p. 51, 57) "lemon game" and "X-ray" would be modified for each training session and other similar group games created by the writer in an effort to provide a course content related method of reducing stress. Since new class members could appear at various times throughout the session,

name tags and a simple group activity to make new introductions fun was also planned by the writer.

The fourth participatory approach chosen for Project A.D.A.P.T. would involve the use of video playback during discussion periods. Video playback usage would not be a difficult component to incorporate into the program since the necessary video equipment was readily available at the site. The vocational lead teacher would be able to quickly switch the video camera on at the start of each children's lab session. Later, the equipment could be moved into the adult discussion area for replay as needed. The video support strategy should help those adults who seemed hesitant to participate due to poor recall and/or verbal descriptive ability. When the appearance of a fragmentary answer or a general observation should warrant further clarification, the instructor could help students find the recorded event on the video tape and visually "walk students through" the segment until enough support information could be obtained for additional discussion.

One additional strategy was designated as a small, but hopefully, significant effort to further support students enrolled in Observation I classes.

The lead teacher for Observation I would announce the availability and willingness of the program staff to "coach" or consult with students before, during and after class sessions. The program office library would also be opened for book and material check-out and an open invitation given to all students needing additional information and assistance.

The writer made detailed plans to monitor the entire project. Individual adaptive and participatory strategies would be evaluated carefully for effectiveness during each phase of implementation. It was hoped that the end result would also answer the timely challenge presented by the 1986 philosophy statement of the State's Vocational Home Economics Department (Appendix Q). The State challenge placed the development of improved communication and managerial systems into the hands of each program. The writer felt that the proposed solutions outlined in Project A.D.A.P.T. would indeed provide improved communication and orientation to students in a very manageable, systematic way. With course content re-designed to convey an increased expectation of student participation, the proposed solution should also

enable students to better communicate with others.

The focus of the project would also be in particular accordance with the philosophy statement and purpose of the writer's vocational center as listed in the 1984 Faculty Handbook (Appendix R). Project A.D.A.P.T. would provide a systematic evaluation process and a form of continual in-program counseling by focusing on the needs of the adult student.

Report of Action Taken

During the month of January, 1987, the production of an Orientation videotape was supervised by the writer as well as project associated paperwork such as preparation of student folders and necessary data collection forms. Student file folders were prepared in advance to contain samples of each of the following forms: one Project A.D.A.P.T. Cover Sheet (Appendix L), one Participant Profile Form (Appendix N), one Student Needs Assessment (Appendix O), two Student Needs Assessments (Appendix D), four Student Involvement Record Sheets (Appendix B), four Student Questionnaires (Appendix E), one Wilson's Trainee Evaluation of Session form (Appendix K) and a

selection of four sample Observation Tools (Appendix S). All Project A.D.A.P.T. preliminary planning activities were completed by January 23, 1987.

Prior to the scheduled start of the first target session, the writer called the 4C Education office to identify registered students. During the week of January 19, three Observation students were contacted and asked to respond to the Student Needs Assessment Survey questions. Arrangements were also made so that the three students could view the orientation videotape before attending class.

Throughout the two weeks (February 2 - 13, 1987) scheduled for the first Project A.D.A.P.T. session of Observation classes, the selected solution strategies were conducted as planned. The writer served as the adult lead teacher for the duration of Session One. The 15 minute early arrival time for adult students allowed the lead teacher to help participants sign in, make name tags, and prepare to make observations in advance of the children's arrival. As required, student forms were completed and filed in each individual student's file folder.

The writer developed a get acquainted activity during which students were asked to show the class

one object that would symbolize or represent themselves. Session One students were also asked to participate in a modified version of Wilson's lemon game (1974, p.51) which was played with potatoes instead of lemons.

During the first week of Session One, Participant Profile Forms were administered to the three participants. However, an evaluation of the forms did not indicate the presence of low reading and writing abilities, therefore, strategies suggested by Fish (1984) were not incorporated into the design of Session One.

On two occasions, the adult lead teacher felt the need to use the videotaped record of the observed children's program to clarify questions raised by Session One participants. Other participatory strategies such as round-robin discussions (DeBruyn, 1979) and invitations to students to use the program office library were also incorporated into the format for Session One. The round-robin format was used on a daily basis and the library remained open during breaks and after each discussion period.

At the close of Session One, all evaluation surveys, checklists, observation tools, and related

paperwork were completed and filed for review at a later date. The adult lead teacher also completed a Trainer Self-Evaluation Form (Appendix M) for the file.

During the week of February 16, 1987, preplanning and orientation activities were conducted in advance of the scheduled start of Session Two classes. The writer switched roles for Session Two and became the children's lead teacher, while Session One's lead teacher took responsibility for the adult Observation class. Five students were identified for Session Two and contacted prior to the start of classes. Once again, Pre-Session Student Surveys were administered and arrangements made for students to view the Orientation Videotape. One student was unable to gain access to a video playback machine, therefore, the student was given the opportunity to view the tape during the 15 minute early arrival period of the first class session.

Proceedings similar to those of Session One were conducted during the two week period between February 16 and March 6, 1987, with the exception of daily round-robin discussions. Session Two participants were able to carry out discussions after the first

two class meetings without the structure of the round-robin format. The lead teacher felt that continuing the round-robin routine would prove to be too redundant and impose a sense of artificiality if continued on a daily basis.

The lead teacher in charge of Session Two completed the assigned data collection forms for the five target students. The writer and the adult lead teacher each completed a Trainer Self-Evaulation Form (Appendix M) at the close of Session Two.

During the eighth week of Project A.D.A.P.T. (March 9 - 13, 1987), all preplanning and orientation strategies were once again repeated in anticipation of Session Three. A low enrollment of only two students was regrettable, but representative of the unpredictability inherent in the design of the program. Orientation classes are always provided in conjunction with a individually scheduled day care center's provision of children, also known as the Participation class. When a Participation class has been scheduled and children are present, the Observation class is made available even though enrollment may be low.

In spite of the low enrollment, Session Three was completed with the same orientation and participatory activities targeted for implementation during previous sessions. One special difference in the run of Session Three occurred after the administration of the Participant Profile Form (Appendix N) to the two students in attendance. The writer, serving as adult lead teacher for Session Three, noticed low reading and writing abilities of both students and helped students to complete subsequent paperwork orally. When it was time for participants to turn in Observation Forms the lead teacher, instead, allowed students to read back or talk about observations. Thereby, students were checked as having completed and turned in an Observation form.

After the first week, the lead teacher became sensitive to the small group's reaction to the "reading" of blank or nearly blank observation forms. Therefore, the second week consisted almost entirely of verbal activities. Students chose not to complete written observations, yet did participate when asked to recount verbally what had been observed.

During the period between March 30 - April 10, 1987, all data collected during the three sessions was organized and placed in student file folders. A complete and thorough check of recorded observations and session paperwork was conducted.

An intensive evaluation of Project A.D.A.P.T. was conducted by the writer and two Child Care program instructors at the close of the 1986-1987 academic year. During the May 1 - June 9, 1987 post project evaluation period, several planning meetings were called to discuss the results of the 14 week pilot project and specific project implications related to long range program feasibility.

CHAPTER V

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

Results

Although certain unplanned restraints and limitations of the program design may have inadvertantly affected measurable results, all previously stated objectives were accomplished in excess of expected outcomes. Project A.D.A.P.T. students demonstrated improved levels of orientation, participation, satisfaction, and compliance; especially when compared to baseline descriptions of 33 pre-project students monitored during the process of problem identification. Inactivity and non-conformity behaviors of the target group of adult students were reduced significantly during the Project A.D.A.P.T. implementation period. A specific presentation of results would be appropriately organized by focusing on the three program objectives and the two central solution strategy components addressing adaptive and participaory behaviors. All objectives and project solution strategies were designed to enhance the orientation, participation and satisfaction levels of the targeted Observation I students.

Objective One: Orientation

In reporting the results of orientation efforts, Table 5 represents the target group's self-disclosure responses to a Student Questionnaire form (Appendix G). The questionnaire was administered to the target group after the implementation of several Project A.D.A.P.T. orientation strategies had been completed.

TABLE 5
Post Project A.D.A.P.T. Responses to Student Questionnaire

Question	Day 1		Day 2		Day 3		Day 4	
	Yes	No	Yes	No	Yes	No	Yes	No
#1	80%	20%	70%	30%	80%	20%	80%	20%
#2	100%	0%	100%	0%	100%	0%	100%	0%
#3	70%	30%	90%	10%	80%	20%	80%	20%
#4	0%	100%	0%	100%	0%	100%	0%	100%
#5	100%	0%	100%	0%	100%	0%	100%	0%

On each of the four days of Observation I attendance, students were asked to evaluate personal perceptions of in-class participation and program orientation. All ten target students unanimously reported on the four days surveyed, that they felt comfortable and welcome. Furthermore, 100% of the target students surveyed self-disclosed actual participation during discussion time (Table 5, Question 5).

When Table 5 is reviewed by comparison with Table 3 responses representing 33 Observation I students surveyed three months prior to the implementation of Project A.D.A.P.T., results are even more dramatic. Post-project survey responses fulfilled the pre-stated goal of 80% favorable, five item responses on the Student Questionnaire Form in addition to clearly surpassing the baseline expectations suggested by Table 3 pre-project responses.

Attainment of Objective One criteria was further supported by an analysis of Student Needs Assessment Forms (Appendix D) completed by the target group during project implementation. As illustrated in Table 6, by the start of each class session, 80% of the target population reported prior knowledge for eight out of the ten class orientation items. The two areas of information that students reported as <u>not</u> well known concerned in-class student assignments or tasks and basic information about instructors. Referencing Table 6 to Table 2 (see page 18) also illustrates the increased orientation levels of the target group when compared to the pre-project sample of similar Observation I students.

The Student Needs Assessment Checklist was also used during implementation as a quick indicator of the

Table 6

Post Project A.D.A.P.I. Student Needs Assessment Checklist Responses

What kinds of things would you have liked to have known more about before your Observation I classes began?

	Yes, I wish I had known beforehand	No, I already knew that
1. Location on map of the class and parking	20%	80%
2. Class meeting times	0%	100%
3. Class break times	20%	80%
4. Location of restroom facilities	10%	90%
5. Where to sign in and register	10%	90%
6. How to use the Observation room and Observations forms	20%	80%
7. The goals of the class	20%	80%
8. Student assignments or tasks	30%	70%
9. Some basic information about the children I would be watching	20%	80%
10. Some basic information about the Model Instructor	40%	60%

literacy of target students. Information gained by responses to the form and through instructor and student interviews indicated that target students were reading and writing capable with the exception of possibly one student, Student #9. The different responses observed for Student #9 during data collection will also be considered during discussions of Objectives Two and Three.

Paperwork for the student identified as having reading and writing difficulties was readdressed orally and subsequent student responses were recorded by the instructor instead of the student. Differences in the measured responses of Student #9 were notable. Whereas other students felt well oriented by the first class meeting, this student reported feelings of orientation only towards the end of the class experience.

Objective Two: Participation

An analysis of tallies recorded on Student Involvement Record Sheets indicated that 98% of project A.D.A.P.T. students were observed as active participants. Verbal communication and assignment compliance levels were recorded at 100% on the first day of each student's attendance. Levels of participation were noted as much higher on first and last days of attendance. (See Tables 7, 8, and 9)

Table 7

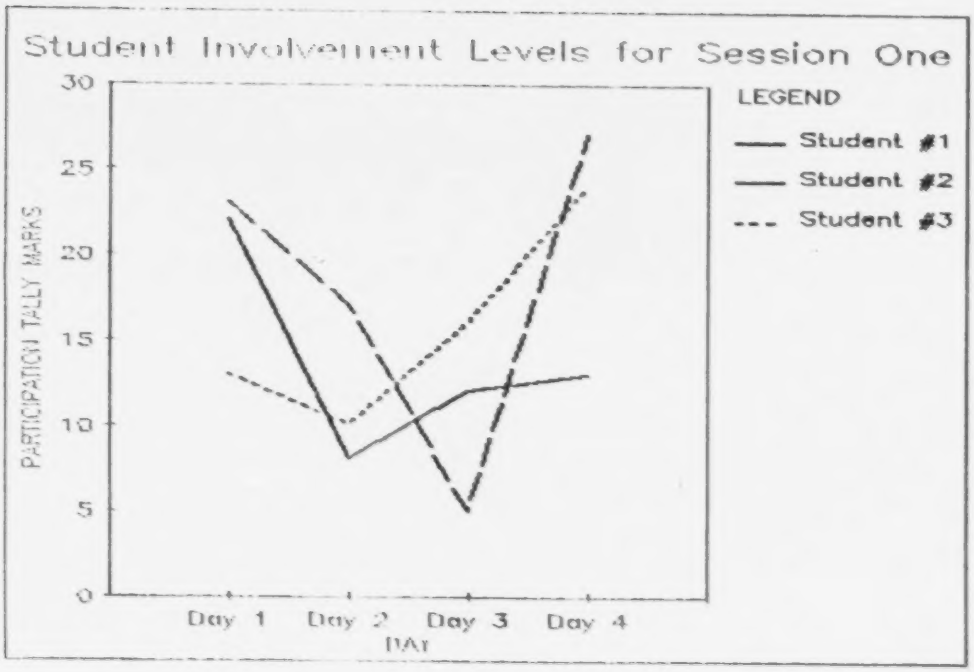


Table 8

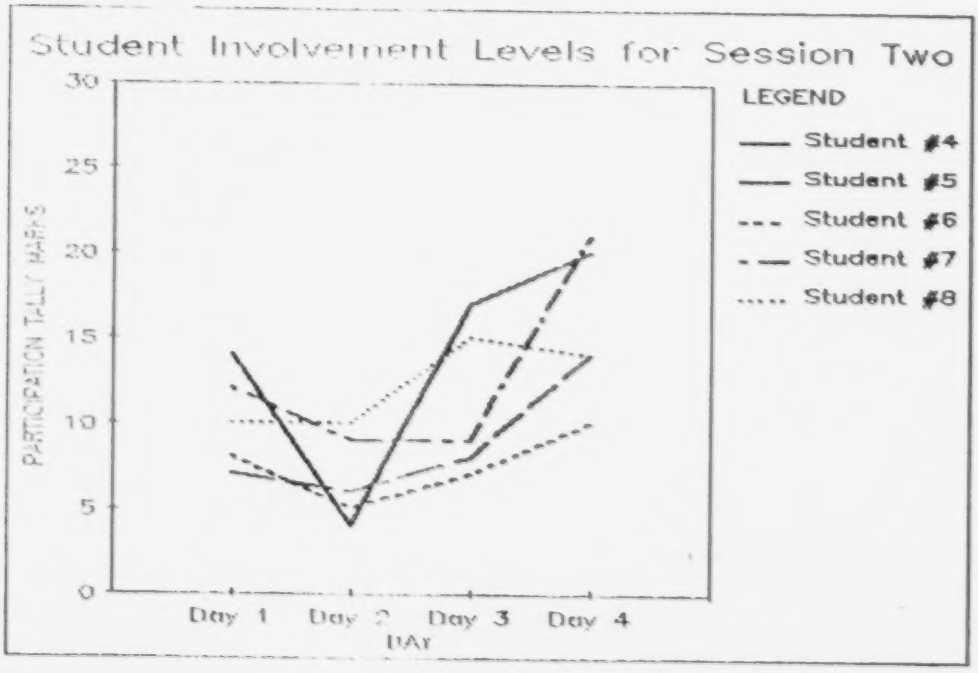
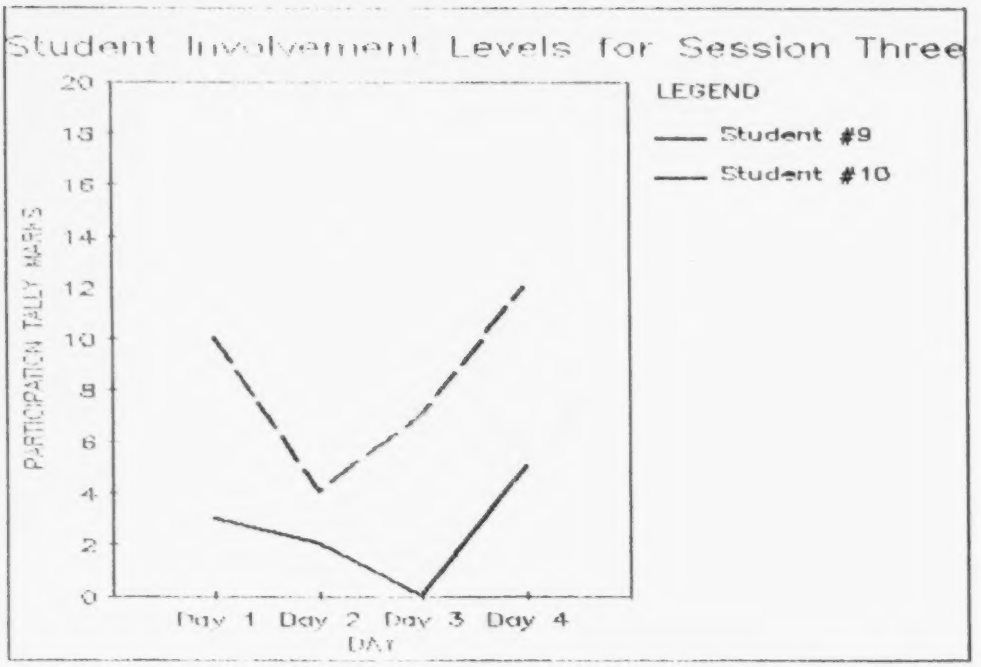


Table 9



Day Two and Day Three tally counts were consistently the same or lower for all students, possibly as a direct result of discussion format and instructional planning. Instructors were observed as asking more questions and encouraging more student sharings and discussion time on Days One and Four. Day Two and Day Three were characterized as containing more student questions, increased instructor talk, and instructional activities such as filmstrips and videotape presentations. Student #9 was identified as the student with the lowest level of in-class participation.

Objective Three: Attitude or Levels of Satisfaction

Project A.D.A.P.T. students showed improved levels of self-appraisal and positive attitude towards the program but a comparison of first day and last day evaluation forms did not indicate the anticipated 80% growth in positive attitude. The writer simply did not expect that first day evaluation reports would reveal already high levels of initial satisfaction. Apparently, student perceived effects of the specially designed orientation sessions and other pre-class Project A.D.A.P.T. solution strategies were actually reflected in the highly positive evaluations recorded as early as the first day of attendance. Although Objective Three was not proven as originally stated, the writer contends that the maintenance of high levels of positive regard for the program in fact indicate that the objective of student satisfaction was accomplished. In a sense, the intent of Objective Three was accomplished before the writer's original plans for measurement were completed.

Additionally, the writer was pleased to make note that the initial, high levels of positive attitudes continued through to the last day of each student's attendance in the program. As indicated in Table 10, a small increase in last day responses showed that a

Table 10
Trainee Evaluation of Session Results

QUESTION	First Day Response		Last Day Response	
	YES	No	YES	NO
1. Did you have a chance to have input into group discussions?	10	0	10	0
2. Check any of the following statements that describe your feelings about this training session:				
a. It was exactly what I wanted.	4	6	5	5
b. I'm looking forward to more of the same.	8	2	9	1
c. It was relevant to the group's concerns.	8	2	9	1
d. It was helpful.	9	1	10	0
e. I was mildly disappointed.	0	10	0	10
f. It didn't hold my interest.	0	10	0	10
g. It didn't deal with issues relevant to the group's concerns.	0	10	0	10
h. It was a complete waste of time: I didn't learn anything.	0	10	0	10
3. Do any of the following statements describe your assessment of the trainer's performance during this session?				
a. S/he allowed the group to make its own decisions.	8	2	10	0
b. S/he made certain that everyone had a chance to participate.	10	0	10	0
c. S/he was organized in presenting the material.	8	2	10	0
d. S/he seemed to accomplish the goals s/he had set for the session.	10	0	10	0
e. S/he set a relaxed and comfortable atmosphere.	10	0	10	0
f. S/he seemed to be sincerely interested in the group's concerns.	10	0	10	0

few students did in fact feel even more satisfaction by the end of the last class session. Student #9, in particular, reported the greatest increase in positive regard for the program when first day and last day responses are compared.

Conclusions

Clearly, the emphasis placed on orientation methods, participatory stragegies, and levels of satisfaction throughout Project A.D.A.P.T. implementation provided an improved classroom climate to which adult students responded well. As stated in an adult education manual of some years back, How Adults Learn (Kidd, 1973), environmental and organizational factors can markedly influence the quality of adult learning. Dr. Kidd believed that:

> The key to learning is engagement - a relationship between the learner, the task or subject matter, the environment, and the teacher. Some of the factors within this relationship are already established by the nature and experience of the learner, but many of the factors are not fixed in any way; they can be modified and improved with planning and practice. (p. 267)

In line with Dr. Kidd's recommendation, the purpose of Project A.D.A.P.T. was to encourage engagement by improving the learning relationships of adult child

caregivers enrolled in mandatory training classes at the writer's vocational training center.

The writer was truly amazed at the positive evaluations and attitudinal measures collected as early as the first day of participant in-class attendance. Consequences of orientation exposure was not expected to be so readily identifiable. Students quickly responded to and seemed to appreciate the extra effort inherent in Project A.D.A.P.T. strategies. Based on the comparative data collected and additional feedback from program observers, the writer concluded that changes in adult student behaviors could be attributed to program methodology which included 1) activities for advancing adaptive behaviors and, 2) activites for intensifying participatory behaviors.

Whether or not any one of the program innovations would have produced similar results if applied in absence of the others is unknown. Since the writer plans to continue developing new adult adaptation strategies for application within the format of Project A.D.A.P.T., various combinations and degrees of the three program components (orientation, participation, satisfaction) can be studied during

future sessions of Observation I. The collection of similar data over a longer time period will help to confirm the writer's belief that programs such as Project A.D.A.P.T. are necessary if active student participation is desired, especially in mandatory adult training programs.

Recommendations

The writer recommends the continuance of Project A.D.A.P.T. with only minor revisions in activities as needed for specific group or session applications. In addition, the writer suggests that the Project should be expanded to serve other adult students enrolled in Child Care Service classes. The development of orientation video tapes, handbooks or information sheets for students enrolling in other training classes at the writer's vocational center should also be encouraged.

Inservice workshops could be developed at the writer's school to share the results of Project A.D.A.P.T. and provide information to instructors in other program areas with the knowledge of related research and methodology. The writer strongly recommends that other instructors faced with the

reality of non-participatory students be encouraged to develop similar programs.

The writer believes that the far reaching implications of the project may be quite numerous. Adult student satisfaction is simply good business for mandatory or elective training programs at educational facilities today. Competetive program marketing is a reality that educators need to consider. As an educator, the writer's first concern during Project A.D.A.P.T. was admittedly for each adult student's educational growth; but, a very important and noteworthy focus on the subtleties of program satisfaction in relation to program growth was also of great concern.

Teachers in today's educational market need to be accomplished practicioners in the areas of public relations and interpersonal skills. The writer must point out that the potential affect high levels of student satisfaction and program regard had on student educational growth and classroom participation during Project A.D.A.P.T. may also have influenced the student's perceptions of the overall educational facility. Even though target students were required to attend training sessions, students had some degree

of choice between three other possible class locations. A study of future enrollment data might possibly reveal a strong connection between student participation and satisfaction levels and subsequent enrollment behaviors.

Indeed, the relationship of student participation levels to today's rising secondary school droupout rates may need to be investigated along the same lines as Project A.D.A.P.T. Though not yet an adult learner, the adolesecent student may also benefit from activities carefully designed to promote greater orientation, participation and satisfaction. Nonetheless, the suggestion remains that if adult students can be helped to participate and enjoy even imposed or required coursework, then chances for continued participation in related or even non-related programs may be greatly improved.

In addition to the continuance of Project A.D.A.P.T. at the writer's site, the following recommendations are made:

*Continued research of adult learning theories,

*Continued observation of adult learner needs and sensitivity to those needs,

*Research and development of additional methods to develop active communication skills,

*Expansion of feedback mechanisms between the program and the participant,

*Expansion of Observation I program applications to encompass other class offerings.

Dissemination

Copies of Project A.D.A.P.T. have been requested by the Education Office of the local Community Coordinated Child Care agency and project abstractswill be distributed to several area vocational centers and related educational service organizations within a tri-county area. The writer anticipates sharing the results of the project with professional educators through the vehicle of state and national trade conferences.

In addition, inservice workshops for interested educators in the writer's county will be provided on request and the results of Project A.D.A.P.T. will be shared with county level administration. The school system public relations department may especially find the report useful. An informative article entitled "Adapting Your Training Program to Activate the Adult Learner" will also be submitted to several trade journals for publication.

REFERENCES

Berryman, Sue E. (1978). Cable, two-way video, and educational programming: The case of daycare. (Report No. R-2270-NSF). Santa Monica, CA: Rand Corporation. (ERIC Document Reproduction Service No. ED 174 307)

Blackham, Garth J. and Silberman, Adolph. (1971). Modification of child and adolescent behavior. Belmont, California: Wadsworth.

Brezel, F., Kalonowski, M. and Drummond, T. (1985, March). Lights! Camera! Action! Child Care Information Exchange, 42, 18-21.

Clift, Renee T. (1984). The effects of dramatic activities on secondary school students' learning, retention, and attitudes. (Doctoral dissertation, Stanford University, California).

Cohen, Nancy H. (1980, February). Three steps to better patient teaching. Nursing, 52-53.

Cutler, S. J. (1973). Voluntary association participation and life satisfaction: A cautionary note. Journal of Gerontology, 28, 96-100.

Crump, C. (1983). Student teaching handbook (unpublished student teaching manual). New Albany, IN: Indiana University Southeast.

DeBruyn, Robert L. (1979). Handling the non-participator. The Master Teacher, 10 (11), (Available from The Master Teacher, Inc., Leadership Lane, Manhattan, Kansas 66502).

Fish, Debra. (Ed.). Homebased training resource handbook (2nd ed.). St. Paul, MN: Toys 'n Things Press.

Ganz, Christopher, (1972). Managing the training function: Using instructional technology and systems concepts. London: George Allen and Unwin.

Garry, M.W. (1975). The relationships among anomia, attitudes toward adult education and non-participation in formal adult education activities. Unpublished doctoral dissertation, University of Wisconsin, Milwaukee.

Greenberg, Polly. (1975). Day care do-it-yourself staff growth program. Winston-Salem, NC: Kaplan.

Greenman, James T. and Fuqua, Robert A. (Eds.). (1984). Making day care better. New York: Teachers College Press.

Hatch, Charles. (1984, Spring). Solution of problems which involve a difference between an individual's behavior and expectations. Education, 104, 392-431.

Heldebrand, Verna. (1971). A laboratory workbook for introduction to early childhood education. New York: Macmillan Company.

Joyce, Bruce C. and Clift, Renee Tipton. (1983). Teacher education and the social context of the workplace. Paper presented at the annual meeting of the American Educational Research Association. Montreale, Canada.

Katz, Lillian G. (1979). Helping others learn to teach: Some principles and techniques for inservice educators. (Contract No. 400-78-0008) Urbana, IL: ERIC Clearinghouse on Early Childhood Education. (ERIC Document Reproduction Service No. ED 164 102)

Kidd, J.R. (1973). How Adults Learn. New York: Cambridge.

Land, George T. Lock. (1973). Grow or die. New York: Random House.

Michaels, Marguerite. (1985, July 14). Day care in America: Who's raising our children. Parade Magazine, 10.

Mohlman, L.C. (1982, March). Assessing the impact of three inservice teacher training models. Paper presented at the annual meeting of the American Educational Research Association, New York.

Murphy, H.F. (1980, November). Staff behavior in nursery school - An observational study. Scottish Educational Review, 12 (2), 99-107.

Neugebauer, Roger. (1983, July/August). Guidelines for effective use of feedback. Child Care Information Exchange, 32, 1-4.

Peters, R.S. (1965). The concept of education in Archambault, R.D. (Ed). Philosophical analysis in education. London: Routledge and Kegan Paul.

Petty, Anne C. (1968, March/April). Are you talking to me? Videodisc program challenges students. Florida Vocational Journal, 12-13.

Rieger, Norbert I. (1977). A model training program for a new childcaring professional for a broad spectrum of services in child mental health and education. Appendix 2. Training Manual. (Final report to the NIMH Grant Number 5 T21 MH 13426-04) Camarillo, CA: Camarillo State Hospital. (ERIC Document Reproduction Service No. ED 195 920)

Shigaki, Irene S. and Zorn, Vera. (1978). Leadership program in the care of infants and toddlers: A training model. Rockville, MD: National Institute of Mental Health, DHEW. (ERIC Document Reproduction Service No. ED 201 406)

Showers, Beverly. (1982). A study of coaching in teacher training. Eugene, Oregon: Center for Educational Policy Management, University of Oregon.

Silberman, David. (1975). A description of title IV-A infant and toddler day care 1974-75: Adult-child interactions and care room activities (Report No. 7641) Philadephia School District, PA: Office of Research and Evaluation. (ERIC Document Reproduction Service No. ED 143 441)

Telleen, Sharon; Dunst, Carl and Lee, Richard. (1981). Observation manual for assessing social interaction between preschool aged children and their caregivers. College Park, MD: University of Maryland. (ERIC Document Reproduction Service No. ED 232 780)

Wagner, Betty and Steele, Connie. (1979). A Piagetian-oriented training program for infant caregivers. Austin, TX: Texas State Department of Human Resources. (ERIC Document Reproduction Service No. ED 171 420)

Wasserman, Selma. (1985, May/June). Growing Teachers: Is there life after Pac-Man? Childhood Education. 61 (5), 331-336.

Weir, Mary Knox. (1974). Caregiver language observation instrument. Manual of instructions and definitions. Urbana, IL: Illinois University.

Wilson, Gary. (1974). Parents and teachers: Humanistic educational techniques to facilitate communication between parents and staff of educational programs. Atlanta, GA: Humanics Press.

BIBLIOGRAPHY

The following is a limited bibliography to help supplement the contents of this report.

Books for the Trainer

Almy, Millie and Celia Genishi. (1979). Ways of studying children: An observation manual for early childhood teachers (2nd ed.). New York: Teachers College Press.

Biggs, M. (1976). Learning theories for teachers (3rd ed.). New York: Harper and Row.

Brocher, T. (1975, July). Group methods in parent education. International Journal Group Psychotherapy (Vol. 25, No. 3), pp. 315-321.

Child Welfare League of America. (1965). Guide for teacher recording in day care agencies. New York: Child Welfare League of America.

Cohen, Dorothy H. and Virginia Stern. (1983). Observing and recording the behavior of young children (3rd ed.). New York: Teachers College Press.

Goldman, Richard. (1976). Looking at children: Field experiences in child study. Atlanta, GA: Humanics Press.

Holt, John. (1964). How children fail. New York: Pitman Publishing Corporation.

Hooper, Katharine, Gerald Pavloff and Gary Wilson. (1973). Orientation course: Social services. New York: Humanics Press.

Kidd, J.R. (1973). How adults learn. New York: Cambridge.

Kildruf, M.J., and Baker, D.D. (1984, September). Getting down to the brass tacks of employee motivation. Management Review, pp. 56-61.

Knowles, Malcolm S. (1980). The modern practice of adult education: From pedagogy to andragogy. New York: Cambridge.

Knowles, Malcolm S. (1984). The adult learner: A neglected species (3rd ed.). Houston: Gulf.

Knowles, Malcolm S. and Hulda F. (1959). Introduction to group dynamics. New York: Association Press.

Lindberg, Lucille and Rita Swedlow. (1980). Early childhood education: A guide for observation (2nd ed.). Boston, MA: Allyn and Bacon.

Linker, Larry, Gerald Pavloff and Gary Wilson. (1973). Assessing staff development needs - A guide for child development programs. Atlanta, GA: Humanics Press.

Mager, Robert F. (1962). Preparing instructional objectives. Palto Alto, CA: Fearon Publishers.

Miles, Matthew B. (1959). Learning to work in groups. New York: Bureau of Publications, Teachers College, Columbia University.

Pavloff, Gerald and Gary Wilson. (1972). Adult involvement in child development for staff and parents. Atlanta, GA: Humanics Press.

Rogers, Carl R. (1961). On becoming a person. Boston, MA: Houghton-Mifflin Co.

Smith, E.E. (1957). The effects of clear and unclear role expectations on group productivity and defensiveness. Journal of Abnormal and Social Psychology, 55, 213-217.

Thomas, Gordon. (1955). Group centered leadership. Boston, MA: Houghton-Mifflin Co.

Books for the Caregiver

Austin Early Childhood Special Education Outreach Project. (1976). Observation training for parents. Austin, TX: Austin Early Childhood Special Education.

Boehm, Anne E. and Richard A. Weinberg. (1977). The classroom observer...A guide for developing observation skills. New York: Teachers College Press.

Rowen, Betty. (1973). The children we see: An observational approach to child study. New York: Holt, Rinehart and Winston.

Southeastern Day Care Project. (1973). Evaluating children's progress: A rating scale for children in day care. Mt. Rainier, MD: Gryphon House.

Filmstrips

Observing Children. (1978). One of five filmstrips and cassettes included in the set Dealing with daily situations which is part of the filmstrip series Working with children: A commitment to caring. Parent's Magazines Films.

APPENDIX A

1984 SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
PROGRAM REVIEW
CHILD GUIDANCE, CARE AND MANAGEMENT

PHILOSOPHY OF THE PROGRAM:

The Child Guidance, Care and Management Services Program is designed to help meet the training needs of the local child care community. The program works with vocational students seeking employment in the field and with the child care workers currently employed and desiring to up-grade their skills. For the vocational student, training is competency-based, individualized and provided on an open entry/open exit basis. For the child care worker, an observation and participation program is provided in conjunction with other Community Coordinated Child Care (4C) para-professional class offerings. One of the objectives of the Child Care Program is to help currently employed child care workers meet the state Health and Rehabilitative Services (HRS Title XX) education requirements of 40 hours of instruction per year.

PHILOSOPHY OF THE OBSERVATION/PARTICIPATION CLASS:

This class is designed to make use of a learning technique entitled "participant observation". The student first closely observes the workings of the group and then becomes part of the group and participates in as many of its activities as is appropriate for the circumstances. The model program design places a heavy emphasis on the impact of the environment and its effect on children and their behaviors. Suggestions are given to delineate ways in which indoor/outdoor play areas can be created to encourage children to become actively involved with materials. Children are given the opportunity to independently explore and learn based on their developmental levels and individual needs. For example, toys and materials are labeled and stored at the child's eye level and therefore made readily accessible for play choice and after-play clean-up activities. Care is taken in separating noisy play areas, such as the block corner, from quieter areas of activity, such as the book corner.

Where appropriate, the Learning Center Method of presenting curriculum is demonstrated. Learning centers present curriculum topics to the young child in a manner which allows for individual choices, movement, and action, as well as individual academic levels and pace. In addition to individual learning centers, planned group time is also offered to allow for group participation, socialization and instruction. The thread which ties it all together is the central theme or unit of study. Ways to incorporate the main idea into all areas of the child's play are explored. A positive discipline approach for classroom control is demonstrated and encouraged. Participants are shown how to first observe, then understand and finally guide the child towards acceptable behaviors based on their understanding of expected developmental levels.

CHILD GUIDANCE, CARE & MANAGEMENT

19. a. IN A BRIEF INTRODUCTORY STATEMENT, STATE THE PHILOSOPHY OF THE PROGRAM. IF THIS IS NOT CONSISTENT WITH THE PHILOSOPHY OF THE INSTITUTION PLEASE EXPLAIN THE VARIATION.

The Child Guidance, Care and Management Services Program is designed to help meet the training needs of the local child care community. The program helps vocational students obtain training toward a Child Development Associate (CDA) credential and works with the local child care community to assist their employees in the up-grading of skills.

b. STATE THE OBJECTIVES OF THE PROGRAM.

1. To provide instruction for the vocational student that is competency-based, individualized and open-entry/open-exit.

2. To provide for the child care community an observation and participation program in conjunction with Community Coordinated Child Care (Child care agency in charge of dissemination of Title XX funds).

3. To provide para-professional classes for child care workers in conjunction with Community Coordinated Child Care.

c. DESCRIBE THE ADMISSION POLICIES FOR THIS PROGRAM.

The basic admission policies for the school are followed in the Child Care Program. Students seeking admission are tested for their reading level. A sixth grade level is necessary. The instructor also interviews prospective vocational students to determine their interest in children.

Admission to the observation and participation program and to the para-professional classes is completed at each first class session. The enrollment of students takes place in the classroom.

d. IN THE OPINION OF THE FACULTY, ARE THE ADMISSION POLICIES, METHODS OF INSTRUCTION AND ACADEMIC STANDARDS DESIGNED TO ENABLE THE OCCUPATIONAL PROGRAM TO ACHIEVE ITS PURPOSE?

It is the opinion of the Child Care faculty that the admission policies, the methods of instruction and the academic standards have been designed to enable the program to achieve its purpose.

e. EXPLAIN ANY SPECIAL LICENSURE OR CERTIFICATION REQUIREMENT AFFECTING THE PROGRAM.

One of the objectives of the Child Care Program is to help currently employed child care workers meet the Health and Rehabilitative Services (HRS Title XX) education requirements of 40 hours of instruction per year, if they do not already have child care certification. This is done in conjunction with Community Coordinated Child Care Education Department.

Appendix A continued

f. SUMMARIZE FOR EACH GRADUATION CERTIFICATE OR DIPLOMA:

1. THE QUANTITATIVE REQUIREMENTS:

Students must master each of the components identified for his/her particular area of study.

2. THE QUALITATIVE REQUIREMENTS:

Students are individually rated on each competency according to specified standards for that competency. The student's performance is expected to meet the minimum industry standard.

3. THE COURSES, OTHER THAN IN THE SPECIALIZED AREA OF MAJOR COURSES, WHICH ARE REQUIRED OF ALL STUDENTS FOR GRADUATION

There are no other courses required of the student in the Child Care Program, with the exception of a high school student who would need to meet the state's requirements for graduation from high school.

4. LIMITATION ON COURSE WORK TRANSFERRED

No limitations have been established for the transfer of previous course work to and from the Child Care Program. In the future, there are plans to work with Seminole Community College so that students may articulate to their Child Care Program and earn an AA degree.

g. WHAT EVIDENCE IS AVAILABLE TO SHOW THAT SAFETY, HEALTH AND FIRE PREVENTION ARE AN INTEGRAL PART OF INSTRUCTION?

One of our duties is to help the student learn to set up a safe and healthy learning environment. Two of the competencies for this duty are (1) to provide for a healthy learning environment and (2) provide for a safe learning environment. In working toward these two competencies the student is learning specifics about good health habits, communicable diseases, fire safety, safety on the playground and how to handle minor emergencies.

h. DESCRIBE THE PROCEDURES USED TO RECORD THE INDIVIDUAL STUDENT'S SKILL DEVELOPMENT AND EDUCATIONAL PROGRESS.

Each student, as well as the instructor, has, on file, a copy of the competencies and skills that have been selected as needed to accomplish his/her educational goal. When the student has completed a particular competency, or in some cases part of a competency, it is recorded by the instructor on the student's competency chart. Competency charts are available in the Child Care Office. Upon completion of an individual course work, grades are entered into the permanent file located in the Student Services Office.

Appendix A continued

i. WHAT PROCEDURE IS FOLLOWED TO INSURE SYSTEMATIC EVALUATION OF A STUDENT'S ACHIEVEMENT?

At the end of each developed competency-based learning guide, there is a performance and/or knowledge test that shows how the student is progressing through the learning guide. The performance test defines the skills and qualities necessary to complete that particular competency.

j. WHAT PROVISION IS MADE TO INSURE THAT SUFFICIENT EXPERIENCE (SKILL PROFICIENCY) IS PROVIDED ON EQUIPMENT RELEVANT TO THE OCCUPATION?

Children from local day care centers are our "equipment". They are in attendance four days per week in two-week cycles (Observation and Participation Program). The students are assigned various tasks with the children until they are able to demonstrate competence in the areas in which they are working. The students have continuous access to appropriate resources, teaching materials and aids to use with the children.

k. IN WHAT MANNER DOES THE INSTITUTION PROVIDE RELATED INSTRUCTION OF DIRECT VALUE TO THE OCCUPATION FOR WHICH TRAINING IS GIVEN?

If the student demonstrates a need for remediation, he/she is able to attend the Vocational Preparatory Lab for assistance in math and reading.

l. WHAT PROVISIONS ARE MADE FOR MEETING INDIVIDUAL NEEDS OF STUDENTS?

Under the competency-based program, the instructor and the student decide what the student's goals are for the course. The high school student may need one or two elective credits for graduation, therefore, his/her goals and the number of competencies needed would be different from the full-time vocational student who is receiving training toward a CDA credential. Students who are employed full-time in the child care field may elect to take a variety of para-professional classes to meet the HRS Title XX educational requirements.

m. WHAT EVIDENCE IS AVAILABLE ON HOW WELL STUDENTS WHO PARTICIPATED IN THIS PROGRAM PERFORM AFTER LEAVING SCHOOL?

All follow-up information that is available is kept in the Placement Office. There are no records kept in the Child Care Office. The program has had approximately a 50% placement rate with students working in-field or continuing their educations.

n. WHERE IS THERE RECORDED EVIDENCE THAT THERE ARE JOB OPPORTUNITIES FOR STUDENTS ENROLLED IN THIS PROGRAM?

In the files in the Child Care Office, there are copies of job requests that have been received from the Job Placement Office on campus. There are also instructor-written memos on job openings that have been called in to the Child Care Office. In addition, there are various want ads from the local newspapers.

Appendix A continued

o. INDICATE HOW THE PROGRAM HAS CHANGED OVER THE PAST THREE TO FIVE YEARS AND WHAT PLANS THERE ARE FOR FURTHER CHANGES.

Two years ago, a competency list was developed and validated. The program, for the most part, has been individualized and competency-based. In the past, the program has been working with individuals who were planning to enter the child care field and with high school students. The program is now in the process of changing to include individuals who are currently employed in day care centers and need to up-grade their skills. The program works with three, four, and five year old children. In the future, we would like to offer programs geared to individuals who work or would like to work with infants and toddlers. We would also like to institute a work-study and co-op program.

p. DESCRIBE ANY SPECIALIZED OR INNOVATIVE APPROACHES OR METHODS USED IN THE PROGRAM.

One of the Child Care Program objectives is to help in the training of currently employed child care workers. To do this, the program works closely with various day care centers. The children we work with are from these centers; they come with their teachers. Their teachers then become part of our program under the observation and participation section. The high school and vocational students obtain their experience by carrying out selected projects with these children under the supervision of the Child Care instructors.

q. HOW DOES THE INSTITUTION MAKE CRITICAL COMPARISONS BETWEEN THE QUALITY OF WORK IN THE PROGRAM AND THAT OF BUSINESS AND INDUSTRY?

One of the instructors makes weekly visits to the participating day care centers. Using a generalized questionnaire, the instructor discusses with the teachers/students any problems they are having and where they feel assistance is needed. Then, working directly with that center, plans are made to help them up-grade any needed skills and/or services.

r. IN WHAT WAY (IF ANY) DOES THE INSTRUCTION OF THE PROGRAM NOT CLOSELY ALIGN WITH INDUSTRY CONDITIONS?

The Child Care Program is training students to work in day care centers. To accomplish this, the program has more adults working with and supervising the children than is normally required.

s. DESCRIBE THE UTILIZATION OF ADVISORY COMMITTEES IN THE PROGRAM. INCLUDE A LIST OF ADVISORY COMMITTEE MEMBERS AND THEIR TITLES OR JOB CLASSIFICATION.

The advisory committees have been used to identify training needs, to up-date training methods and to validate the child care competencies.

Appendix A continued

t. INCLUDE A TOPICAL COURSE OUTLINE WITH THE SUPPLEMENT.

The following are the validated duties from the competency listing.

1. Orientation
2. Obtaining employment
3. Maintaining employment
4. Examining aspects of child growth and development
5. Developing instructional methods and materials
6. Creating the learning environment
7. Developing child care programs
8. Guiding child care programs
9. Directing child care programs
10. Using administrative competencies

With the advent of the revised program offering students training toward the Child Development Associate (CDA) credential, the competencies have been reworded to coincide with those of the CDA.

1. Orientation
2. Obtaining employment
3. Maintaining employment
4. Examining aspects of child growth and development
5. Setting up a safe and healthy learning environment
6. Advancing physical and intellectual competence
7. Building positive self-concepts and individual strengths
8. Organizing children and adults in a learning environment
9. Coordinating home and center child-rearing practices
10. Carrying out related child care responsibilities (Professionalism)
11. Managing a child care center

u. ATTACH ANY FURTHER INFORMATION OR EXPLANATION THAT YOU FEEL WILL HELP DESCRIBE THE PROGRAM.

Course descriptions for the para-professional classes are on file in the Child Care Office.

SUMMARY EVALUATION: The recent redirection of the program has built in many positive expectations for strengthening offerings in the areas of Child Guidance, Care and Management Services. A re-designing of the program has advanced many improvements such as:

Increased service to the Child Care Industry.

Increased offerings of skill training opportunities.

Increased opportunities for the student to experience actual variations in Child Guidance, Care and Management.

Some identified weaknesses expected in such a multi-faceted program would include the following:

Increased instructor paperwork and processing duties.

Adjustment to a new child care center's involvement in the program every 2 weeks.

APPENDIX B

Project A.D.A.P.T.
117

STUDENT INVOLVEMENT RECORD SHEET

Name of Student _____

Attendance Record	Date	Indicate # of times times student spoke	List Observation Tools completed and turned in
DAY 1			
DAY 2			
DAY 3			
DAY 4			

ANECDOTAL RECORD AND INTERPRETATION FORM

NAME OF OBSERVER _____ DATE: _____

Specific Observation of Child or Teacher (FACT)	Questions, Comments, or Inference (FEELINGS)

APPENDIX D

Project A.D.A.P.T.

121

STUDENT NEEDS ASSESSMENT

What kinds of things would you have liked to have known more about before your Observation I classes began?

	Yes, I wish I had known beforehand	No, I already knew about this
1. Location on map showing how to find the class and where to park		
2. Class meeting times		
3. Class break times		
4. Location of restroom facilities		
5. Where to sign in and register		
6. How to use the Observation room and fill out Observation forms		
7. The goals of the class		
8. Student assignments or tasks		
9. Some basic information about the children I would be watching		
10. Some basic information about the Model Instructors		

OTHER (Please explain)

APPENDIX E

Project A.D.A.P.T.
123

STUDENT QUESTIONNAIRE

1.	I already know what I will be doing in the Observation class today.	YES	NO
2.	I feel comfortable and welcome in the Observation classroom.	YES	NO
3.	I am certain about the purpose of the daily discussion sessions and the related activities.	YES	NO
4.	I feel nervous and uneasy during discussion.	YES	NO
5.	I do participate and talk during discussions.	YES	NO

APPENDIX F

Project A.D.A.P.T.
125

DEPARTMENT CHAIRPERSON VERIFICATION

MEMORANDUM

TO: Jan Davis-Dike

FROM: _____. Department Chairperson

DATE: September 11, 1986

I am pleased to know that you are addressing the problem of the non-participatory adult student in our supplemental, industry service program. The data that you have presented to me confirms our suspicions that we need a new program component that will increase communication, involvement, and motivation for these students. I am hopeful that our overall goal to increase the student's knowledge of child care techniques and to promote compliance to standards will be enhanced by your study. Good luck!

APPENDIX G

Project A.D.A.P.T.
127

PROGRAM NEEDS ASSESSMENT SURVEY

1. Do you feel that the Child Care Department presently provides adequate orientation to the Observation/Participation classes?

   Yes / No Discuss:

2. Do you believe that observation students know ahead of time what to expect from the experience?

3. Is the existing orientation process for the observation experience organized to make provisions for individual differences and needs?

4. Do you think that the adult observation student would benefit and perhaps participate more if additional orientation activities were provided?

5. Please offer any suggestions that you might have for enhancing on-task, active adult student participation during observation classes.

APPENDIX H

Technical Institute

Director Telephone ( )

LETTER OF SUPPORT
DIRECTOR OF VOCATIONAL CENTER

September 3, 1986

Janice Dike

Dear Jan:

I am pleased to hear that you will be addressing a problem area targeted by your advisory committee and departmental program review process in your upcoming action-based practicum related to your doctoral studies. Not only should a project designed to meet the orientation and participation needs of the currently employed adult student improve the objectives of your existing program; but, it also goes hand-in-hand with our emphasis this year on "public relations".

A pleasant classroom experience will serve as good PR when these folks return back to their work locations. Good luck in your plans for increasing their levels of participation and satisfaction in your program. If I may be of any assistance, let me know. I appreciate your enthusiasm and creativity.

Sincerely,

, Director

(PLEASE NOTE: All information that could identify the project site location has been removed in order to protect the confidential rights of project participants.

LETTER OF SUPPORT
4C EDUCATION DIRECTOR

Community Coordinated Child Care
Education Dept.

September 3, 1986

Ms. Jan Dike
Technical Center

Dean Jan:

I was delighted to hear that your project for your doctoral practicum is to address the motivation and participation aspect of the adult vocational student and/or caregiver of children. Apparently all those discussions about the unique characteristics of the student body was a worthy topic!

After many years of experience working with adult students of different academic backgrounds, those of us in the field of adult education recognize that there are some very definite behaviorial characteristics that tend to identify the vocational student.

Because we are primarily working with the paraprofessional, it is essential to our education office that we continue to strive for excellence in performance of our students as a result of our methods in training.

Our pilot study in the experimental method of interaction and modeling for the student in the laboratory setting with children from child care centers has been labeled a success by the students themselves. For this reason using feedback of the system by the students lends credibility to your hypothesis.

Selecting the observation portion of the method as the singular aspect to examine is a wise choice and has a good literature base from which to draw. This will in turn place more value on the feedback from the students as they provide your practicum with the specific data requested.

Appendix I continued

Fortunately there are individuals, such as yourself, who are willing to realistically examine the facts. It is only in this way that change in effective teaching methods can be implemented.

Thank you for pursuing this project. It has been an interest of mine for years! If I can be of assistance, please let me know.

Affectionately,

Education Director

(PLEASE NOTE: All information that could identify the project site location has been removed in order to protect the confidential rights of project participants.)

LETTER OF SUPPORT
COUNTY LEVEL PROGRAM CONSULTANT

COUNTY PUBLIC SCHOOLS

P.O. Box

September 15, 1986

Janice Dyke
Child Care Instructor

Dear Jan:

I am so proud of the accomplishments achieved in the Child Care Program over the last three years. As obstacles appear, you and the other teachers have faced the challenges and have turned them around in a positive direction.

I agree with your concerns about the participant section of the program and am very glad you chose to research solutions through your practicum.

If I may be of any assistance, please let me know.

Sincerely,

Program Consultant
Home Economics and Health Occupations

l/ej/504

(PLEASE NOTE: All information that could identify the project site location has been removed in order to protect the confidentiality of project participants.)

APPENDIX K

TRAINEE EVALUATION OF SESSION

GROUP: _____

DATE: _____

1. Did you have a chance to have input into group discussions? Yes ___ No ___

2. Check any of the following statements that describe your feelings about this training session:
   a. It was exactly what I wanted. ___
   b. I'm looking forward to more of the same. ___
   c. It was relevant to the group's concerns. ___
   d. It was helpful. ___
   e. I was mildly disappointed. ___
   f. It didn't hold my interest. ___
   g. It didn't deal with issues relevant to the group's concerns. ___
   h. It was a complete waste of time; I didn't learn anything. ___

3. Do any of the following statements describe your assessment of the trainer's performance during this session?
   a. S/he allowed the group to make its own decisions. Yes ___ No ___
   b. S/he made certain that everyone had a chance to participate. Yes ___ No ___
   c. S/he was organized in presenting the material. Yes ___ No ___
   d. S/he seemed to accomplish the goals s/he had set for the session. Yes ___ No ___
   e. S/he set a relaxed and comfortable atmosphere. Yes ___ No ___
   f. S/he seemed to be sincerely interested in the group's concerns. Yes ___ No ___

4. What were the strongest points of the session? _____

_____

_____

_____

_____

5. What were the weakest points of the session? _____

6. What did you learn during this session?

a. new information: _____

b. new skills: _____

7. What feelings were you aware of during this session? _____

8. Suggestions for future sessions: _____

9. Other comments: _____

c 1974, Humanics Limited, Parents and Teachers: Humanistic Educational Techniques to Facilitate Communication Between Parents and Staff of Educational Programs, Vol.1 by Gary B. Wilson, pages 121-122, Used by permission.

Appendix L

PROJECT A.D.A.P.T. COVER SHEET

Student's Code Name _____

Session # _____ Welcoming Contact: _____ by phone _____ in person

Special Needs Noted: _____

Dates Present: _____

Comments: (please initial all comments recorded)

Day One:

Day Two:

Day Three:

Day Four:

Additional Miscellaneous Information:

This file contains the following:

Student Profile Sheet (collect from students) _____ completed by student _____ completed with assistance from instructor	Daily Student Questionnaire (collect from students) _____ Day 1 _____ Day 2 _____ Day 3 _____ Day 4	Observation Tool (collect from students) _____ Day 1 _____ Day 2 _____ Day 3 _____ Day 4
Student Involvement Record Sheet (completed by project observers) _____ Day 1 _____ Day 2 _____ Day 3 _____ Day 4	Student Needs Assessment (collect from students) _____ Day 1 _____ Day 4	Other (please indicate) _____ _____ _____

APPENDIX M

TRAINER SELF - EVALUATION FORM

DATE OF SESSION: _____

GROUP: _____

ATTENDANCE: PARENTS _____

STAFF _____

OTHER (visitors, administrators, etc.) _____

OBJECTIVES FOR THIS SESSION: _____

_____

_____

_____

_____

TRAINING DESIGN FOR ACHIEVING OBJECTIVES: _____

_____

_____

_____

_____

_____

SUMMARY OF WHAT TOOK PLACE DURING SESSION (particularly deviations from training design): _____

_____

_____

_____

TO WHAT EXTENT WERE OBJECTIVES FOR THE SESSION ACCOMPLISHED?

_____

_____

_____

WHAT I DID BEST IN THE SESSION: _____

_____

_____

_____

WHAT I COULD IMPROVE UPON IF I WERE TO REPEAT THIS SESSION:

_____

_____

_____

_____

FOLLOW - UP PLANNED WITH THIS GROUP: _____

_____

_____

_____

_____

ADDITIONAL COMMENTS: _____

_____

_____

_____

_____

c 1974, Humanics Limited, Parents and Teachers: Humanistic Educational Techniques to Facilitate Communication Between Parents and Staff of Educational Programs, Volume I by Gary B. Wilson, pages 123-124, Used by permission.

PARTICIPANT PROFILE FORM

NAME: (code name) _____

AGE: _____

SEX: Female Male RACE: White Black Hispanic Other

YOUR JOB TITLE: _____

LAST GRADE IN SCHOOL: _____

Tell us a little about the children you have worked with. What ages and what types of things do you like to do with your group?

What are your future plans? How do you hope to be involved with children in the future?

What do you hope this particular class will do for you?

APPENDIX O

Project A.D.A.P.T.
146

STUDENT NEEDS ASSESSMENT SURVEY QUESTIONS

1. Have you been to our program center before?

2. Do you need directions on how to find the class?

3. What are the ages of the children that you work with now?

4. What kinds of things would you like to see us try with the groups of children scheduled for this Observation class?

5. Have you ever written down observations on a group of children before?

6. Do you have time at work to just watch and think about how the children are doing developmentally?

7. We would like to offer coffee, tea, and juice during break time. What is your preference?

8. Would you like to see a video tape showing what the class is all about before you come?

9. Which days are you planning to observe?

10. Is there anything else you would like to know or need us to know before classes begin?

APPENDIX P

VIDEOTAPE
"ORIENTATION TO OBSERVATION I"

Project A.D.A.P.T.
148

VIDEO SCRIPT
ORIENTATION TO OBSERVATION I

VIDEO	INSTRUCTIONS	AUDIO
Pan campus grounds. Pan play yard with children at play.	No narrative Music only.	Open with "Baby Face" music.
Quick shot of 4C sign timed with audio mentioning 4c.		WELCOME, WE WOULD LIKE TO INTRODUCE YOU TO THE CHILD CARE PROGRAM AT _____ AND EXPLAIN THE 4C OBSERVATION AND PARTICIPATION CLASS EXPERIENCE IN DETAIL.
	Musical Interlude	
Scan facility showing all room areas in order mentioned		THE CHILD CARE DEPARTMENT CONSISTS OF AN OFFICE AREA WITH A RESOURCE LIBRARY, AN ADULT CLASSROOM, AN OBSERVATION ROOM, A PRESCHOOL ROOM, TWO INFANT AND TODDLER ROOMS, A KITCHEN AND LUNCHROOM AREA, AND AN OUTDOOR PLAY AREA.
Close-up of instructors in action.	Background Music	THERE ARE THREE INSTRUCTORS IN THE CHILD CARE TRAINING LAB: _____. _____.&_____.
Several shots of local Child Care Marques.	Music	THE TOTAL CHILD CARE SERVICE PROGRAM IS DESIGNED TO HELP MEET THE TRAINING NEEDS OF THE LOCAL CHILD CARE COMMUNITY.
Close ups of vocational students working on projects. Close ups of care-givers working with children.	Music	
Continue with shots of vocational students working with children.		FOR THE VOCATIONAL STUDENT, TRAINING IS COMPETENCY BASED, INDIVIDUALIZED AND PROVIDED ON OPEN ENTRY/OPEN EXIT BASIS.
Shots of vocational students at work. Observers in discussion class. Shots of Health & Emergency class.	Music	FOR THE CHILD CARE WORKER ALREADY EMPLOYED AND WORKING DURING THE DAY, THE OBSERVATION AND PARTICIPATION CLASS IS PROVIDED IN CONJUNCTION WITH OTHER COMMUNITY COORDINATED CHILD CARE, PARA-PROFESSIONAL CLASS OFFERINGS.

VIDEO SCRIPT (page 2)

VIDEO	INSTRUCTIONS	AUDIO
More shots of CPR manikin. Close ups of 4C certificate.	Music	ONE OF THE OBJECTIVES OF THE OBSERVATION AND PARTICIPATION CLASSES OFFERED AT ___ IS TO HELP CURRENTLY EMPLOYED CHILD CAREGIVERS WORK TOWARD THE 4C EDUCATIONAL REQUIREMENTS OF AT LEAST 40 HOURS OF INSTRUCTION PER YEAR.
Child care director and teacher receiving paperwork from instructors.	Music	BECAUSE THE OBSERVATION/PARTICIPATION CLASS IS QUITE DIFFERENT FROM MOST OTHER TRAINING CLASSES, THIS VIDEO PRESENTATION WAS DEVELOPED TO HELP YOU AND YOUR ENTIRE CENTER PREPARE FOR THIS UNIQUE TRAINING EXPERIENCE.
Individual shots of cook, bus driver, etc.	Music	EVERY EMPLOYEE, FROM THE DIRECTOR TO THE BUS DRIVER, COOK AND EVEN VOLUNTEERS, WILL BE INCLUDED IN THIS EXPERIENCE, EVEN THOUGH THEY MAY NOT BE ABLE TO VISIT THE TRAINING LAB AT ___.
Children and their teacher unloading and entering.	Music	THE DESIGNATED GROUP OF CHILDREN AND THEIR TEACHER WILL COME TO THE ___ CHILD CARE TRAINING LAB FOR 8 DAYS.
Shots of adults in observation room.	Music	AS A CENTER EMPLOYEE, YOU MAY WANT TO ASK YOUR DIRECTOR FOR TIME TO VISIT AND OBSERVE THE CHILDREN DURING THEIR 8 DAYS AT ___. EVEN IF YOU ARE UNABLE TO ACTUALLY SEE THE CHILDREN IN THE TRAINING LAB SETTING, YOU MAY STILL BE ABLE TO SEE CHANGES AS THEY OCCUR BACK AT THE CENTER.
Continue with shots of adults working with children	Music	HERE ARE SOME THINGS THAT WE SUGGEST THAT YOU TRY.

VIDEO SCRIPT (page 3)

VIDEO	INSTRUCTIONS	AUDIO
Adult taking notes or just watching thoughtfully as children work and play. Adult then joining in on the activity.	Original audio of activity in background.	OBSERVE THE CHILDREN AT YOUR CENTER VERY CAREFULLY OVER THE NEXT 6 WEEKS AND MAKE ATTEMPTS TO INTERACT WITH THEM WHENEVER POSSIBLE.
Close ups of the checklist. More close ups.	Music	THIS FIELD EXPERIENCE CHECK LIST DESCRIBES OTHER ACTIVITIES FOR YOU TO TRY. IT IS NOT A REQUIREMENT THAT YOU COMPLETE EVERY ACTIVITY LISTED ON THIS SHEET. CHOOSE ONLY THE ASSIGNMENTS THAT ARE APPROPRIATE FOR YOU IN YOUR PARTICULAR WORK SITUATION.
Close ups of care-giver eating lunch with a child. Close ups of care-giver directing water play, etc.		HOWEVER, IF YOU WANT TO TRY SOMETHING NEW (LIKE EATING A MEAL WITH THE CHILDREN OR ORGANIZING AN INDOOR ACTIVITY SUCH AS WATER PLAY, CHECK WITH YOUR DIRECTOR FOR PERMISSION TO TRY IT ONCE OR TWICE AND THEN EVALUATE WHAT HAPPENS.
Smiling, happy care-giver and involved, happy child.	Music	THE CHALLENGE IS TO LOOK FOR NEW WAYS TO INCREASE YOUR UNDERSTANDINGS OF CHILDREN.
Instructors working with children	Original audio in background.	WHILE THE CHILDREN FROM YOUR CENTER ARE AT ___, THEY WILL BE DIRECTED BY THE MODEL TEACHERS AND VOCATIONAL STUDENTS-IN-TRAINING.
Caregivers watching from observation areas.	Music	THEIR REGULAR TEACHER WILL OBSERVE THEM CLOSELY FROM BEHIND AN OBSERVATION AREA. PERHAPS FOR THE FIRST TIME, SHE WILL HAVE THE UNIQUE OPPORTUNITY TO OBSERVE CAREFULLY THE WORKINGS OF HER GROUP AND THE BEHAVIOR AND LEARNING PATTERNS OF INDIVIDUAL CHILDREN.

VIDEO SCRIPT (page 4)

VIDEO	INSTRUCTIONS	AUDIO
Classroom routines showing 4 year olds & 2 year olds.	Original audio in background.	THE DAILY SCHEDULE FOR THE CHILDREN'S EXPERIENCE WILL VARY ACCORDING TO THE AGE GROUP AND THE UNIT OF STUDY CHOSEN, BUT A NORMAL DAY WILL USUALLY INCLUDE:
Show shots of each activity as mentioned in the script.		A CIRCLE TIME GREETING WITH A SHORT PLANNING SESSION THAT INCLUDES A REVIEW OF THE PREVIOUS DAY AND A FORECAST OF THE NEW DAY'S ACTIVITIES; A LESSON DEVELOPMENT SESSION WITH THE ENTIRE GROUP; TIME FOR INDIVIDUAL CHOICES IN SPECIALLY DESIGNED LEARNING CENTERS; A CLEAN UP ACTIVITY; TRANSITION TO OUTDOOR PLAY; OUTDOOR ACTIVITIES; LUNCH AND AN AFTER LUNCH TRANSITION ACTIVITY TO PREPARE THE CHILDREN FOR THEIR RETURN TO THE CENTER.
Visual display of the 3 ideas as they are read.	Music	THREE VERY IMPORTANT IDEAS ABOUT WORKING WITH CHILDREN WILL BE MODELED DAILY: THE PHYSICAL ENVIRONMENT AFFECTS CHILDREN'S BEHAVIOR AND LEARNING. POSITIVE DISCIPLINE AND THE ESTABLISHMENT OF STABLE ROUTINES HELPS THE CHILD ACHIEVE SELF DIRECTION. BEING A GOOD OBSERVER IS ONE OF THE KEYS TO WORKING EFFECTIVELY WITH CHILDREN.
Pan children's room to show learning center signs and areas. Children playing in centers.	Music	ROOM ARRANGEMENT IS A TOOL TEACHERS CAN USE TO SUPPORT LEARNING AND GROWTH IN CHILDREN. LEARNING CENTERS PRESENT CURRICULUM TOPICS TO THE YOUNG CHILD IN A MANNER WHICH ALLOWS FOR INDIVIDUAL CHOICES, MOVEMENT, AND ACTION, AS WELL AS INDIVIDUAL ACADEMIC LEVELS AN PACE. INDEPENDENCE IS ENCOURAGED EVEN DURING CLEAN UP BY PROVIDING LABELED AND WELL ORGANIZED AREAS FOR STORAGE OF MATERIALS.

VIDEO SCRIPT (page 5)

VIDEO	INSTRUCTIONS	AUDIO
Shots of group activities.	Original audio	IN ADDITION TO INDIVIDUAL LEARNING CENTERS, PLANNED GROUP TIME IS ALSO OFFERED TO ALLOW FOR GROUP PARTICIPATION, SOCIALIZATION AND INSTRUCTION.
Shots of theme intro and theme related activities.	Original audio	THE THREAD WHICH TIES IT ALL TOGETHER IS THE CENTRAL THEME OR UNIT OF STUDY.
Shots of theme related activities.		WAYS TO INCORPORATE THE MAIN IDEA INTO ALL AREAS OF THE CHILD'S DAY WILL BE EXPLORED.
Examples of positive discipline.	Original audio	A POSITIVE DISCIPLINE APPROACH FOR FOR ACHIEVING CLASSROOM CONTROL WILL ALSO BE DEMONSTRATED AND ENCOURAGED.
Participants guiding children	Original audio	PARTICIPANTS ARE SHOWN HOW TO FIRST OBSERVE, THEN UNDERSTAND, AND FINALLY GUIDE THE CHILD TOWARDS MORE ACCEPTABLE BEHAVIORS.
Continue with participants working with children needing guidance.	Begin fade out	JUST BY LISTENING AND WATCHING CAREFULLY, CAREGIVERS CAN UNCOVER MUCH INFORMATION ABOUT THE CHILDREN THEY WORK WITH.
		THIS VIDEO PRESENTATION HAS HOPEFULLY INTRODUCED YOU TO SOME OF THE ADVANTAGES AND BENEFITS OF THE OBSERVATION AND PARTICIPATION CLASS AT ___. IT IS OUR INTENTION TO MAKE EVERY ATTEMPT TO TAILOR THE PROGRAM DESIGN TO MEET YOUR SPECIFIC NEEDS. WE WELCOME AND ENCOURAGE ANY SUGGESTIONS OR COMMENTS THAT WILL HELP US MAKE THIS PROGRAM WORK FOR YOU. WE INVITE YOU TO TAKE ADVANTAGE OF ALL OUR CLASS OFFERINGS AND OUR RESOURCE LIBRARY. IF YOU HAVE A SPECIFIC PROBLEM FEEL FREE TO CALL THE INSTRUCTORS AT ____. WE WILL BE GLAD TO HELP YOU IN ANY WAY THAT WE CAN. WE ARE LOOKING FORWARD TO WORKING WITH YOU AS TOGETHER WE STRIVE TO IMPROVE THE QUALITY OF CARE FOR ALL CHILDREN.
END WITH CREDITS, MAP.		

APPENDIX Q

VOCATIONAL HOME ECONOMICS EDUCATION IN FLORIDA
PHILOSOPHY STATEMENT

Project A.D.A.P.T.

154

VOCATIONAL HOME ECONOMICS EDUCATION

PHILOSOPHY

Vocational Home Economics Education is that field charged with teaching the knowledge, values and skills of home economics. As a field, it derives its responsibilities from the definition of its parent subject matter area:

> Home Economics in its most comprehensive sense is the study of the laws, conditions, principles, and ideals which are concerned on the one hand with man's immediate physical environment and on the other hand, with his nature as a social being, and is the study especially of the relation between these two factors... (Fourth Lake Placid Conference, 1902, as quoted in The Journal of Home Economics, Fall 1983, cover page)

As one field engaging in the educative process, vocational home economics education shares with other fields and disciplines the belief that education should enable an individual to achieve the following competencies:

* meet basic needs;
* communicate with others;
* gain an understanding of self and of one's relationship to others and to the physical world;
* understand and relate concepts;
* act to meet demands of new situations;
* solve problems;
* establish a personal structure of one's environment;
* become able to direct one's own learning.

Appendix Q continued

ABSTRACT

Vocational home economics education

. . . has a primary responsibility to

* assist individuals in developing self esteem through the recognition of one's intrinsic worth and unique potential;

* the development, care and nurturing of family members;

* the preparation of both males and females for the multiple roles of the occupation of homemaking and for the management roles of the dual career of homemaker and wage-earner;

* the development of improved communication and managerial systems;

* the processes that interrelate the home and family with the environment and society;

* the preparation of both males and females for home economics related occupations; and

* a lifelong process of self-directed learning.

. . . has a commitment to the perpetuity of the family as the basic unit in a democratic society.

. . . has an expanding responsibility to impact on the society through sharing and applying home economics knowledge and skills.

. . . has a basic responsibility to assure a continuing professional commitment to excellence through scientific inquiry and reasoning.

Vocational home economics education should be viewed as an integral part of the school curriculum that impacts on all students.

APPENDIX R

FACULTY HANDBOOK
PHILOSOPHY STATEMENT

Project A.D.A.P.T.
157

FACULTY HANDBOOK

PHILOSOPHY

_____is an area vocational-technical, adult education center which places its major emphasis on the development and implementation of training programs designed to meet the needs of business, industry, public service, and the community.

_____recognizes the importance of being sensitive to the needs and standards of business, industry, public service, and the community and to the needs, abilities, interest, and aptitudes of its students. The goal of _____is to meet these needs through programs of the highest quality designed to prepare students of the greatest possible success in their chosen fields and to provide local business, industry, and public service with competent, productive employees.

PURPOSE

1. To determine the needs of local business, industry, public service, and the community by working closely with advisory committees and community representatives.

2. To determine the needs, abilities, interests, and aptitudes of students by providing a systematic evaluation process, and to provide continual counseling directed toward directing the students' abilities, interests, and aptitudes.

3. To provide students with competency-based vocational-technical, and academic education through individualized, open-ended, or specifically designed programs to meet the standards demanded by business, industry, public service, and the community.

4. To provide students the opportunity to acquire knowledge and to develop skills, habits, and attitudes essential in securing and maintaining employment, and to advance in their chosen fields.

5. To provide follow-up support to assist students in the transition from training programs to employment through cooperative education.

(1986 Faculty Handbook)

(PLEASE NOTE: All information that could identify the project site location has been removed in order to protect the confidentiality of project participants.)

APPENDIX S

OBSERVATION TOOLS

Project A.D.A.P.T.

159

OBSERVATION TOOL

FOCUS ON EXPERIENCES PROVIDED

OPPORTUNITY	EXPERIENCE THAT TOOK PLACE
Example: Clay	Feeling the texture of the clay. Seeing what happens when you mold it. Eye-to-hand coordination. Etc.
1.	
2.	
3.	

Appendix S continued

DEVELOPMENT OF FOUR BASIC EMOTIONS

Choose one child to observe.

Place checks by the behaviors you identified.

POSITIVE EMOTIONS	OFTEN EVIDENCED BY:
CONTENTMENT	Pleasure (from full stomach, sucking, rocking, etc.) Smiles Laughter
ATTACHMENT	Proximity-seeking behaviors (such as approaching, following, clinging) Contact-seeking behaviors (such as crying. smiling, calling)
NEGATIVE EMOTIONS	**OFTEN EVIDENCED BY:**
DISTRESS	Hunger Fatigue Pain Cold Loud Noises Sudden loss of support Frustration Anger Cry
FEAR	Intimidated look Wide-eyed, scared look Thrashing arms and legs Stiff body posture Stress Loud cry or "wary" whimper

Appendix S continued

OBSERVATION FORM

Focus on Adult Talk

Child's Name	What the supervising teacher said or did today to help the child learn respect and understanding of self and others.

Appendix S continued

ANECDOTAL RECORD AND INTERPRETATION FORM

Name of Observer_____ Date:_____

Specific Observation of Child or Teacher (FACT)	Questions, Comments, or Inference (FEELINGS)